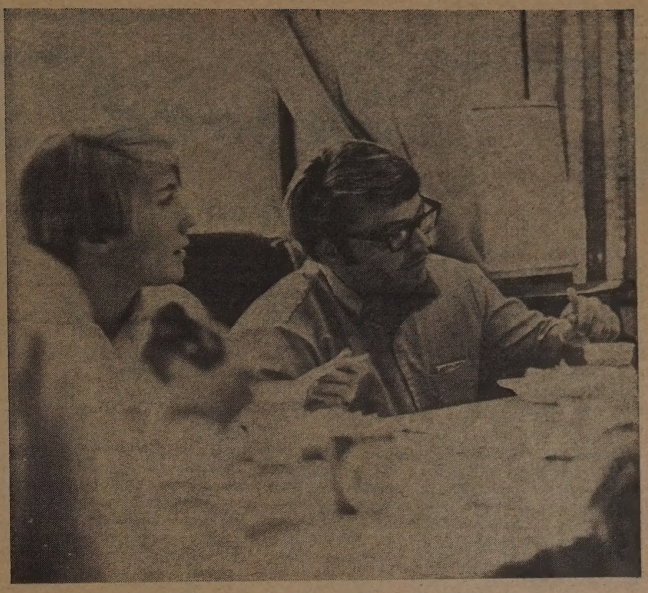
Goshen College Record

1969-70

a new year, a new venture . . .



Among the highlights of a new school year is the Howell House communal living experiment. Consisting of 11 students and the Devon Yoder family, the project is designed to foster interpersonal sensitivity and appreciation for the opposite sex. Here Mary Rich and Harley King converse during Wednesday evening's meal.

Good-bye, Ho

The GOSHEN COLLEGE Record

Good-bye, Ev

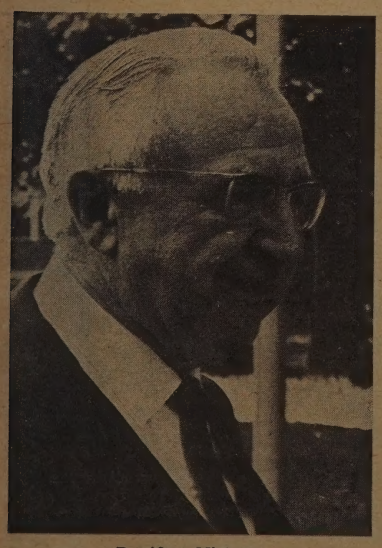
VOL 71 GOSHEN COLLEGE, GOSHEN, INDIANA 46526, FRIDAY, SEPTEMBER 19, 1969 NO. 1

Pres. Mininger announces resignation

by Ruth Esch

On July 23, at a joint meeting of the Goshen College Board of Overseers and the executive board of the Board of Education, President Paul Mininger submitted his resignation, to become effective if possible January 1, 1970, but not later than July 1, 1970.

The president is 61 years of age and has served GC a total of 32 years. For 15 of those years he has occupied the presidency—twice as long as he originally intended. Mininger feels that now is the opportune time to bring in new leadership. It is "time for change," according to President Mininger, and he feels that a new president would facilitate that change.



President Mininger

Goshen College has seen much growth during the Mininger years. Most obvious is an enrollment which has more than doubled since 1954. The construction of eight buildings has swelled the size of the GC campus. Goshen College has also expanded academically. Course offerings have greatly increased, the most notable of which is the relatively recent innovation of the Study Service Term. The less publicized Office of Experiment in Christian Higher Education, an organization involved in academic evaluation, change, and creativity is now the most extensive program of its kind in the United States. The Goshen College Community Government was also started under the Mininger administration as an attempt to allow students to become more vocal.

President Mininger declined to comment on his past 15 years as GC president, making the statement that he prefers to look "ahead to the future." However, Dr. Carl Kreider, Dean of the College, stated what he believed to be some of the less obvious reasons for President Mininger's success at Goshen College. Dean Kreider pointed out that President Mininger was "active in many spheres of work . . . but when he became president, he put all of his efforts into this one job." He also "operated democratically as an administrator . . . and delegated responsibilities clearly."

Looking ahead, President Mininger numerated issues that he considers crucial to GC's continued success. First is the necessity of "retaining our Christian purpose and the further development of our distinctive qualities as a college of the Church." This also requires a continuation of a close relationship to the church. The need for "more effective educational innovation," is also considered a vital issue by the President. New leadership should include "a new style . . . of flexibility in administration" which necessitates "more faculty and student participation." At the same time a continued effort must be made "to attract finances."

President Mininger's future plans are undecided. After one year of leave of absence during which he will travel and study, he may return to teach at GC, but other possibilities are open to him. The Board of Education assured the president of tenure as a member of the Goshen College faculty. They also guaranteed him a retirement allowance. But as President Mininger emphasized, he is not retiring, he is merely resigning as president. He feels that the job "would have taken up a disproportionate amount of energy," and that "after this many years . . . I am also looking forward to a number of productive years in less strenuous activity than is required today of a college president."

President Mininger reported that he is in good health and at this point is able to say about the past 15 years, "I had a great deal of fun."

At the meeting of the Board of Overseers and the Board of Education, action was taken to form a President Selection Committee. This committee is composed of Peter Wiebe, Hesston, Kansas, elected by the executive board of the Board of Education; Wilbert Shenk, Elkhart, Indiana, elected by the Board of Overseers; Dean Carl Kreider, elected chairman of the President Selection Committee; and Charles Ainley, chairman of the President's Advistory Board of Goshen College. John Oyer was selected for the committee by the college faculty and was elected by the GC alumni.

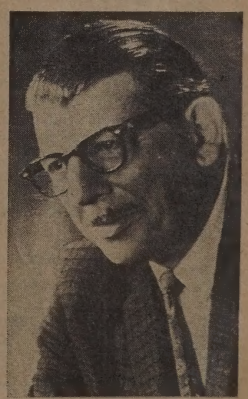
Junior Don Troyer also was selected from the student body. Student nominations for the committee, attained from petitions, were presented by the Senate Executive Committee and elections were held September 17.

Poet Ciardi to present first L-M of season

by Jane Byler

John Ciardi, contemporary poet and critic, opens the 1969-70 Lecture-Music Series with his presentation of "What Good is a Poem?".

Ciardi, popularly known as a "master of the short essay, the well-turned phrase, the aphorism," is currently poetry editor of Saturday Review. His poems and essays have circulated around the world in literary journals.



John Ciardi

Opens L-M Season

A native of Boston, Prof. Ciardi graduated from Tufts College and received his M.A. from the University of Michigan. After serving in the Army Air Corps during World War II, he instructed at Harvard and later became Professor of English at Rutgers University.

Ciardi's poems and essays touch on anything from the follies of letter-writers and government to air pollution. Refusing to play safe, he often creates and even welcomes controversy. He is also well-known for his children's poetry, and many of his audiences are composed of children.

Ciardi directs himself largely to the general audience. This audience professes, he says "a faith in the life of the arts, and its central merit resides in the fact that the large parts of this

more on page 2

Goshen College editorial page

The Record

Love does not fear

For all its concern with "love and reconciliation," Goshen College contains an amazing amount of fear—fear that verges on a sort of paranoia. The GC community continually asks for "dialogue"; in fact, it veritably begs—witness the innumerable committees and commissions. Yet the "dialogue," unfortunately, is largely restricted to group issues. We can discuss and criticize ourselves collectively but find it difficult to remain reconciled in the face of personal criticism.

An example that comes most readily to mind occurred last year when the student committee on general education publically disapproved of a statement issued by the Dean's office concerning reasons why students should attend summer school. Intense reaction to the students' opinion came from various sources and was not always the most rational.

In this issue of **Record** we attempted to conduct an interview with resigning President Paul Mininger. When asked to discuss the highlights and the disappointments of his past 15 years at GC, Mininger politely declined.

Many people disliked some of the action taken by the Mininger administration, and controversy, notably in recent years, has been far from unusual. But the same administration has accomplished many things of which we must all be grateful and proud. In a spirit of "love and reconciliation" an honest and objective discussion of the Mininger years would be healthy for all of the GC community.

The rest of GC is also afraid. Faculty people interviewed by **Record**, many times, through some sort of fear, ask to approve the final story before it is printed—a request which is nothing less than asking for direct censorship privileges. Students are afraid, afraid to let someone really go through and touch them. They are afraid of losing or diminishing some part of themselves by opening up and so become defensive, suspicious, and cynical.

As an academic community, Goshen College needs the imagination, honesty and courage to handle confrontation, with ourselves and with others. As an academic community in which Christ is supposed to be the central figure, GC needs openness and trust—without that there can be no love and reconciliation.

Kudos to Campus Church

Our congratulations to the former SCA officers and the Campus Church Seminar in working out the merger of SCA and Campus Church. The new Campus Church, containing the elements of worship and service together, is not asking us to come together as a group for the purpose of building and growing, but rather is asking us to find unity under a common vision and commitment, after which the formation of the group becomes incidental and functional.

Reconciliation from confrontation...

Draft resisters take concerns to Mennonite Conference

Editor's Note: On August 18, 1969, the General Conference of the Old Mennonite Church adopted "Responses to Conscription and Militarism." This document states that the Mennonite Church recognizes the validity of noncooperation as a legitimate witness for its members, and that it will support the young men who decide to resist the draft via noncooperation. It urges the various service agencies to accept into their programs those who refuse to cooperate with the draft, if such resisters meet the other criteria of the agencies. It also calls for a study of the Mennonite Church's present policy of cooperation with the Selective Service System.

The following article was written by one of the persons who helped initiate the proposal and reflects his feelings about what happened at the Conference.

by Devon Leu

On August 9 a motley group of people started on a journey to Turner, Oregon, for the General Conference of the Old Mennonite Church. They went by almost any means possible—car, plane, train, thumb.

Most of us in the group were draft resisters carrying our concerns to the Conference. Some of us were fringe Mennos who were making a final effort to relate to the church.

We wanted the Conference to recognize and support draft resisters in their witness, but we expected much opposition. We had our political strategy mapped out and were even discussing how to take over the sessions if we were not heard.

The surprises began in an early meeting with the executive council, where much support was evidenced and we were well accepted as individuals. There, Pres. Mininger, whom most of us had labeled as conservative, supported us strongly, chiding our detractors for their "quibbling". (That label fell off, along with some other preconceptions about this man that some of us from GC had carried along.)

However, when the draft resistance proposal came before the conference body, our fears of opposition seemed justified. Individuals began picking at what we felt were very minor details. We were sure the conservatives were deliberately sidetracking the issue.

The real source of tensions was finally voiced Saturday evening: "Why don't you cut your hair and dress normally?" Delegates were more disturbed by our life style than by our proposal. The individual who had asked this question came and talked to us early the next morning. He had been hearing private discussions concerning us and felt that such talk should be done openly. He then bought meal tickets for our group for the remainder of the Conference, enabling us to have more personal contact with other delegates.

The rest of the Conference was spent in honest and caring discussion. People tried to share and understand without first trying to change minds.

Rev. George Brunk expressed the type of feeling present when he stated: "I met with these young men. I have come to understand them and am convinced of their sincerity. If we can only look past the hair I think they have something to say to us. After all, some people are offended by my appearance too."

We also learned to accept others. We went to Turner expecting and in part desiring confrontation. But soon we came to recognize that it was the reconciliation that followed confrontation that was important.

It is difficult to single out the high point of the General Conference. For me, it came whenever individuals of differing points of view tried honestly to accept each other as brothers.

This attitude of brotherhood was reflected by the final acceptance of the draft resistance proposal. Delegates who did not necessarily agree with our position voted to support us as Christian brothers because together we had learned a little about tolerance, acceptance and understanding.

Ciardi opens L-M

continued from page 1

audience not only profess that faith but live it."

His well-received presentation at GC several years ago prompted the L-M Committee to extend a second invitation to Ciardi. Of his lectures it has been said, "Students, fellow-writers and lecture audiences across the nation have found in him a man who can speak plain sense on the subject of poetry, freeing it from the fogs of misunderstanding which too often surround it."

Ciardi himself writes that all his life has been a "preparation. I don't give speeches: I talk to the eyes I see."

Up and at 'em men — you're in a minority again

Gals, you've done it again!

Preliminary enrollment figures from the Registrar's office show that girls once again outnumber guys at GC—719 to 532—making a total of 1,251 full- and part-time students.

The figure is slightly beneath last year's enrollment of 1,278.

Actual on-campus students number 1,198, as 53 others are divided between SST groups in Costa Rica, Nicaragua and Guadeloupe.

All classes showed increases except seniors, which dropped 22 for a total of 245. Freshman enrollment increased two, from 313 last year to 315. The junior class shows the largest increase—328, up 44 from last year. Registrar John Nyce points out, however, that a number of juniors intend to graduate in August and could thus be classified as seniors.

The sophomore class increased 23 to 257. In addition, there are six post-graduate students on campus this year.

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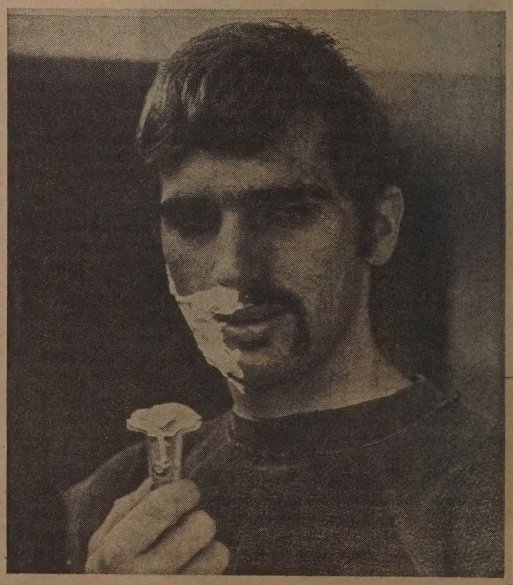


Take it all off!

Broadway Joe got $10,000 for shaving his Fu Manchu. Eli Savanick just gets to play soccer.

The Goshen College athletic department has decreed that henceforth GC athletes shall wear no hair upon their faces.

M12510

GC seeks to satisfy student minority needs

by Ana Soto

The Goshen College Administration is now trying to make easier the adjustment into the GC community of incoming students whose cultural and academic backgrounds differ widely from those of the majority of Goshen College students.

During the academic year, 1968-69, a sub-committee of the Student Personnel Policy Committee studied the progress of Goshen College on satisfying the needs of minority groups on campus. The committte, chaired by Prof. Vernon Schertz, who is currently working half time with the program, completed its work this spring and submitted its observations to the Student Personnel Policy Committee.

Many of the suggestions made have been acted upon and are presently a part of the actual policy of the college, one of which is the inclusion of Black culture studies in various parts of the curriculum.

A tutorial program is also being implemented for students needing academic aid. Directed group-study sessions are being planned. Students who have received a final F or D for a course may retake the course, accepting the new final grade in place of the old. In addition, the Administration is working on a five year program as a normal option leading to a degree.

For the past two years GC has conducted a summer study-skills and orientation program, this year in connection with Purdue University. This summer the group included both black and white students with similar academic needs. The admissions office is making attendance of future summer programs mandatory for new students whom they feel need such pre-college experience.

Questioned on the goals of the summer study-skills and orientation program, Professor Schertz presented the following as general goals: to create in the campus community an awareness of the contributions to human progress made by American citizens of minority groups in art, science and society; to prepare the incoming student from a minority group for the social and educational atmosphere he will find at GC; to modify the social and educational atmosphere on campus to make room for the student from a minority group.

Prof. Schertz also added that the recogntion of group identity is consciously attempted within the program of orientation. Future plans continue the summer skills course and include an attempt to get parents of attending students to visit Goshen College. Careful guidance in course selection and a continuing program of counseling are also to be provided.

For The Record

Hugo Wolf Recital

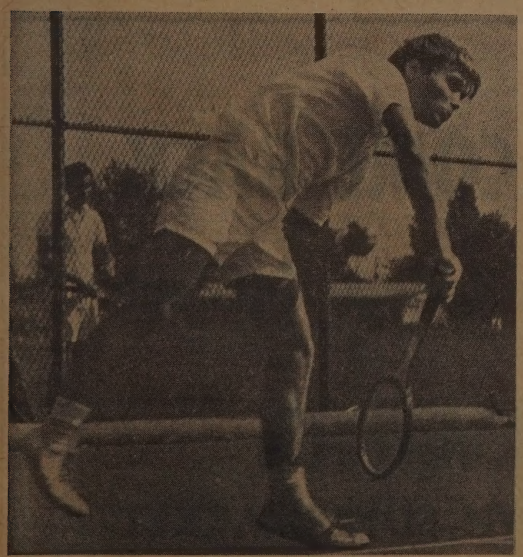
Linda Hertzler, soprano, David Falk, baritone, and Theo Lindenbaum, piano, will present Hugo Wolf's **Songs On Italian Lyrics** in a recital at 8 p.m. Sunday, September 21, in Assembly Hall.

Prof Publishes Dissertation

Edwin E. Witte: Cautious Reformer, Ph. D. dissertation of Prof. Theron Schlabach, has been published by the State Historical Society of Wisconsin. Containing a foreward by Wilbur J. Cohen, former Secretary of Health, Education, and Welfare, the 290-page book sketches Witte's life and his key role in the formulation of the Social Security Act of 1935. Currently Prof. Schlabach is finishing a second book entitled **Ideas on Economic Security in America, 1874-1935.**

Ceramics in Art Gallery

An exhibition of porcelain, clay, and stoneware by Marvin Bartel, a teacher of ceramics at Northeast Missouri State Teachers College, currently is on display in the Good Library Art Gallery. The exhibit runs through September 21.



He tried

Joe Lehman's effort did not save GC from an 8-1 defeat by Taylor September 13.

Play cast

Ruth Yoder, Steve Massanari, Kathy Stoltzfus and Dave Huneryager plus a cast of thousands are currently rehearsing A Man for All Seasons for presentation in the union auditorium October 10, 11, 12. Director Roy Umble and his actors later will travel to Kitchner, Ontario to give a performance October 25.

The Record

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Editor—Gail King.

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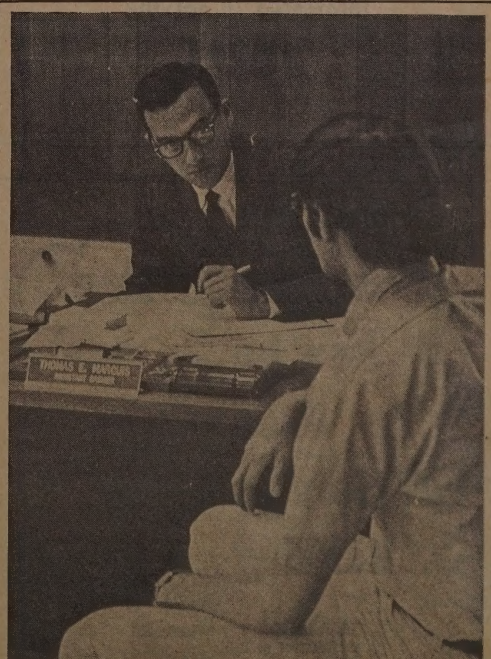

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Gen Ed proposals examined

by Phil Bender

In the not-too-distant future, "FCC" and "SIS" may become as familiar and popular with GC students as "SST."

FCC stands for Freshman Common Course, SIS for Senior Integrating Seminar. They highlight proposals given last May to the faculty by the General Education Committee, a student-faculty committee which has worked almost a year evaluating GC's general education program and making suggestions for its improvement.

According to Prof. John S. Oyer, head of the committee, the proposals at this time are being discussed and refined by the faculty. Prof. Oyer and his committee plan to include students in the discussion and refinement later in the year.

As proposed, the Freshman Common Course would be interdisciplinary in nature, with subject matter drawn from psychology, sociology, religion, literature, history and biology. Each year the teaching corps would select a broad topic to be pursued and choose appropriate readings.

Students would receive eight hours of credit, divided between the Humanities, Social Science and Natural Science, and each instructor would possess considerable freedom in selecting readings and structuring discussions.

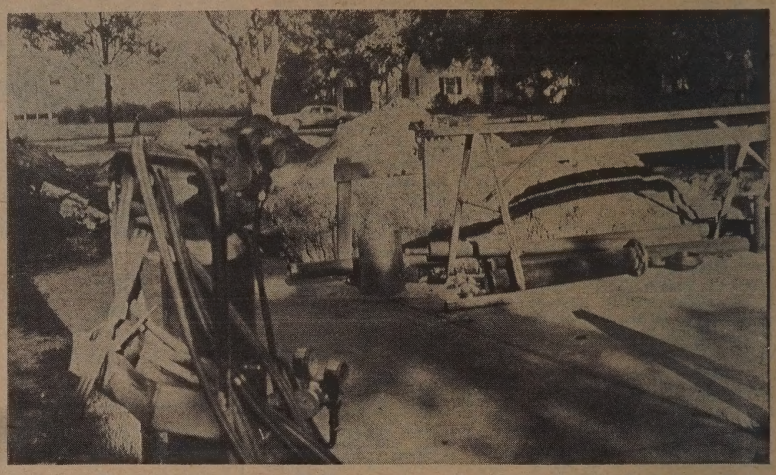
Thoroughly student - centered, the FCC would emphasize the student's experience in learning rather than merely intellectual accomplishment. To assure close student-teacher relationships, each section would contain no more than 16 students and would permit faculty members to broaden their counseling activities beyond solely academic matters. Ideally the course would enable the student to outline his goals for life, mature in self-awareness and explore the meaning of Christian secular values.

The Senior Integrating Seminar, the second major aspect of the committee's proposal, would feature seminars of 12 students, each focusing on the broad topic "Making of the Modern Mind." Generally under the leadership of a religion professor by drawing on faculty from other disciplines, each seminar would explore a selected topic, integrating religion with other academic areas.

Also under the proposal a student would take a minimum of 30 hours of course work in broad areas outside his major. The committee suggests that such interdisciplinary courses as Western Culture, Technology and Modern Man, and Problems of War and Peace be offered to partially fulfill this requirement.

The remainder of a student's four-year program would consist of his major, vocational education, electives and SST.

Prof. Oyer is uncertain when the restructured general education program can be fully implemented, but hopes that trial runs can be made during the 1970-71 school year.



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Nicholas Lindsay joins GC faculty

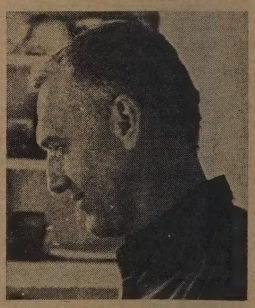
Nicholas Lindsay, the carpenter-poet-scholar who chanted the poetry of his father, Vachel Lindsay, for a Goshen College L-M audience last spring, has joined the Goshen College Department of English.

Last year's L-M visit had gone famously, with the normally reserved GC audience responding warmly to Nick Lindsay's reading. On the other side, Lindsay liked GC's style and remarked to a friend that he might be interested in teaching here.

When a sudden vacancy due to illness was created on the English faculty this summer, John Fisher, head of the department, contacted Lindsay. Lindsay, a carpenter by profession, closed down his business in Bloomington; GC found a house at 101 W. Purl where Lindsay and his wife Dubose and 4 of their 9 children will live.

Nicholas Lindsay received his B.A. from the University of South Carolina in 1950. He has done graduate study at Columbia University, San Francisco State College, Fordham University, West Virginia University and Indiana University. He has recorded readings of Vachel Lindsay's poetry on the Caedmon label.

When asked what GC might expect to gain from this new faculty member, John Fisher said: "Nick Lindsay is doing what we talk about—synthesizing. He is a scholar and a poet; at the same time he is a man who works with his hands. . .He is a genuine person."



Nicholas Lindsay

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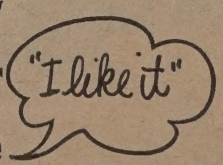

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GC to observe Viet moratorium

by Phil Bender

GC students and faculty will join hundreds of colleges across the country by suspending regular school activities Wednesday, Oct. 15 in protest of the continuing war in Vietnam.

Oct. 15 has been designated as a day for a nationwide protest against the Nixon administration's Vietnam policies by the Vietnam Moratorium Committee of Washington, D.C. This committee, composed of student leaders, has requested the colleges of America to suspend "business as usual" on that day and involve themselves in local activities aimed at ending the war in Vietnam.

Wednesday the Goshen College Community Government passed a recommendation calling upon the faculty to support the Moratorium by suspending normal academic activities. Yesterday afternoon the faculty approved this recommendation.

Although Oct. 15 was originally scheduled as a mid-term reading day, students will have the opportunity to participate in a number of activities in protest against the war. All of the events are voluntary.

A team of students coordinated by sophomores Matthew Lind and Don Yost has arranged films, speakers, and workshops throughout the day. In late afternoon the effort will extend to the surrounding Goshen community.

Goshen High School students, with their parents' approval, have received permission to attend the day's activities, and students from other area high schools also might attend.

The day will be devoted to studying aspects of the war and will provide opportunity for students to demonstrate their disapproval of the Nixon administration's Vietnam policy.

At 9:30 a.m. Doug Hostetter, a community development worker who recently served three years with Vietnam Christian Service, will speak on the effect of the war on the Vietnamese people.

Music by a group of GC students and poetry concerning war, read by Nicholas Lindsay, will follow at 11 a.m. Their presentations will be followed by two short, silent films: "The Magician," a moral commentary on warfare, and "Language of Faces," depicting the effects of militarism on our own society.

Following a lunch break, Dale Suderman, a student at Mennonite Biblical Seminary and a former soldier in Vietnam, will speak on "A GI's View of the War in Vietnam."

From 2:30-4 p.m. small groups will discuss the morning's speeches, while workshops will focus on draft resistance and draft counseling. During this period letter-writing materials will be available in the snack shop for students and faculty to express to congressmen and senators their opposition to the war.

At 4 p.m. students and faculty will gather in the plaza area for a silent half-hour of meditation and prayer.

Following the silent memorial, the Goshen community will become involved in the day's activities. A questionnaire seeking opinions on the Vietnam war and the draft, prepared and sponsored by students of Bethany Christian High School, will be circulated by high school and GC students throughout the community. Petitions also will be available for citizens wishing to register their opposition to the war.

Planners and supporters of the Vietnam Moratorium day hope that the activities will enable GC students to increase their understanding of the Vietnam conflict and assist them in examining and expressing their convictions.

Don Yost, who co-sponsored the GCCG recommendation, hopes that students "on the border" in their feelings toward the war might be urged to speak out and be "inspired to some sort of action."

Prof. J. R. Burkholder sees significance in the "symbolic effect of a change of schedule, which reminds us that the war is still going on." He believes the day will provide an opportunity "for getting young people concerned about world problems which affect very much the course of their lives."

And Dean Carl Kreider is "very much in favor of complete student involvement in the study of issues involved in the Vietnam war and in the most effective means to bring the war to an early termination."

From Traditional Attitudes . . .

Women seek 'liberation'

Liberate a flower
Liberate a tree,
Liberate a woman
Set her free.

—Dave Toews .

Presently at Goshen College there is a feeling and a desire for change among an indeterminate portion of the women students that is perhaps best described as a "women's liberation movement."

A "hard-core" group of these students very much concerned that the "movement" expand and become active includes Gretchen Fisher, Ann Burkholder, Janice Hershberger, Susan Beechy, Faith Alderfer, Carolyn Mullet Lawrence, Val Yoder, Alice Kauffman and Carol Beechy.

These persons feel that the woman is being unjustly discriminated against—job earnings for example—in many areas of society including GC, and share many of the sentiments of the organized national women's liberation movement. In eliminating such discrimination, the group of GC activists say, they are not trying to destroy the idea of femininity nor are they advocating women's superiority; they wish only to expand the feminine role and to "call for a revision of attitudes" towards the woman.

The GC movement feels that the woman is asked and even forced by society to be subordinated to the male and to support his ego. The women's position, they claim, has traditionally been supportive rather than assertive.

The GC "movement" claims not to renounce traditional concepts of femininity (although they find some deplorable), but simply demands the right of women to decide for themselves whether or not they will accept the set criteria of femininity, and acceptance and respect for the decision that they do make.

At GC the "women's liberation movement" feels there is a particularly strong casting of the sexes into stereo-typed roles of femininity and masculinity—at least partially due to a strong tradition of paternalism among Mennonites. Such a rigid role casting, the group feels, creates too great a distance between the sexes that is often only bridged by artificial relationships.

Normal dating relationships, which preserve the rigid roles of femininity and masculinity, are frequently the only deep relationships that men and women students form. Too many students, says the "liberation movement", simply will not associate openly and freely and accept the opposite sex on a strictly person-to-person basis.

The GC students involved in the "movement" emphasize that many of their thoughts are still developing. Some of the concepts, they feel, become very nebulous and are difficult to grasp firmly and articulate. They have no formal organization as of yet for they are unsure of how to proceed and express their feelings adequately.

They are, however, encouraging other women students to join them in their concerns. They also are hoping to provide information; bibliographies, pamphlets, etc. and try to acquaint as much of the GC community as possible with the concerns of the "movement."

Too, they are working against what they feel is direct discrimination in women's dorm closing hours and in obtaining off-campus housing for women students.

Mrs. Shirley Stauffer, 28, wife of Loren Stauffer, Director of Staff Personnel at GC, passed away at her home around noon Sunday. Death was self-inflicted.

Surviving with her husband are a son, Gregory, and a daughter, Lisa. Funeral services were held Tuesday afternoon.

Record supports the family in their time of bereavement.

The GOSHEN COLLEGE Record

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Presidential committee begins work

by Phil Paul

Responding to President Mininger's resignation, the Mennonite Board of Education and the Goshen Board of Overseers proposed that a committee be formed for selecting a replacement. A Presidential Selection Committee has, therefore, been established.

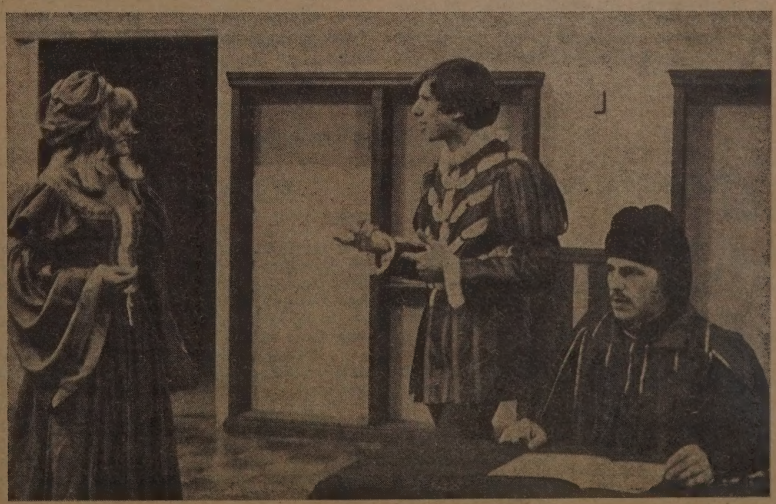
Delegated by their respective constituencies, this committee consists of the following representatives: Mr. Charles Ainlay, President's Advisory Board; Mrs. Edwin Alderfer, alumni; Dean Carl Kreider, chairman appointed by the Joint Board; Professor John Oyer, faculty; Mr. Wilber Shank, Goshen Board of Overseers; Mr. Don Troyer, student body; and Mr. Peter Wiebe, Mennonite Board of Education.

In previous selections at Goshen College, the Executive Committee of the Board of Education has appointed the president upon approval by the rest of the board. Two years ago at Hesston College, steps were taken toward a broader representation by placing a faculty member on their Presidential Selection Committee. Continuing in this direction, a student representative has been included on the Goshen committee.

At the first meeting on Friday, September 19, 1969, Mr. Paul Lederach, chairman of the Board of Education Executive Committee, and Mr. Daniel Kauffman, chairman of the Board of Overseers, aided the committee in acquainting itself with its task. The members decided to concentrate on the qualifications desirable in a president. In this approach, persons will not be considered until general qualifications have been outlined.

The only concrete requirement as stated in the constitution of the Board of Education, is that the president be a "member of good standing in a congregation which is eligible for membership in the Mennonite General Conference." Upon completing its work the committee will send its final choice to the Board of Education for confirmation.

The next meeting of the Presidential Selection Committee is scheduled for October 11, 1969.



by Al Glick

Dress Rehearsal

Marla Heindal, Steve Shank, and Joe Landis check lines in preparation for A Man for All Seasons, premiering tonight at 8:15 p.m. in Union Auditorium.

Goshen College editorial page

The Record

Write To Washington

Goshen College will make some observance of the national Vietnam Moritorium day, October 15. The purpose of this moritorium on "business as usual" is to show our desire that the war in Vietnam be ended.

The GC moritorium committee has outlined a day's activities directed at building sentiment for peace at GC and in the local community. The committee tentatively has plans to make addresses of congressmen and senators readily available to persons interested in writing to their representatives about the war.

Record strongly urges the committee to make letterwriting a greatly emphasized part of the moritorium day. We also urge the GC community members to act individually and write to their representatives and to President Nixon.

Our views are of little significance unless they are expressed to those persons who are in a position to instigate direct action.

A new responsibility

As the Presidential Selection Committee begins its long and difficult task of choosing a new president, it is important that GC students become aware of their role in shaping the future of the college.

By being represented on the eight-member selection committee, they assume the duty of offering suggestions and advice in the selection of President Mininger's successor.

As Don Troyer, student representative on the committee, has wisely noted, whether or not the new president is sensitive and responsive to student concerns depends greatly on the interest students show in making his selection.

So, students of GC, we ask you:

What do you consider important qualifications for the president of a small, church-related, liberal arts college in the age of the megaversity?

What goals should GC seek to fulfill in the coming decade? How might the physical enlargment and academic innovations of the past 15 years be most profitably developed?

Or, more down to earth:

What are your complaints? Restrictive dorm hours? Academic pressure? Sluggish social life? They, too, are legitimate concerns of our life together, and deserve the attention of the committee.

The choice of a new president for GC must reflect conscientious thought and discussion among every element of the college community. Don Troyer has taken the initiative to involve GC students in this decision, and invites any concerns, comments, and suggestions they might have regarding the choice of the new president.

As responsible members of the college community, GC students have the obligation to respond. We urge them to take their responsibility seriously.

No discrimination, please

It is interesting to note that the Mennonite Board of Education, in advising the Goshen College Presidential Selection Committee, has implicitly required that the new GC president be a man.

The Board of Education has outlined some basic requirements that "he" must have, as well as several requirements for "his wife."

Record feels that in the interests of finding the best possible person to accupy the presidency, women as well as men must be considered.

Therefore, we ask that at the October 11 meeting, the Presidential Selection Committee, in establishing the criteria for choosing a new president, state that women are as equally eligible as men for the position of GC president.

On SST in Nicaragua . . .

'Everything's slow except words'

by Debby Diverchy

Managua, Nicaragua.

To the SST group here, this country has become the land of friendly, fun-loving people who are very eager to help us learn their native language. Although they are constantly encouraging us to "ask questions" and "practice your Spanish," these Central Americans also have a very subtle way of keeping us completely confused!

After a lot of stumbling and an extensive use of our ever-present Spanish dictionaries, we painstakingly get through what we believe is a pretty clear sentence. Conversing in this way is very tiring but produces a great sense of pride and self-satisfaction when we think we finally understand what is being said.

However, time and time again, just when we're sure we have everything straight and know what our families have planned for us, we get all dressed and ready to go only to find out we aren't going anywhere at all!

The one thing we have begun to adjust to is the very slow pace of our hosts and hostesses. In fact we've adjusted so well to this particular trait that we often show up for class a half hour or 45 minutes late, much to Dr. Roth's disgust. However, we politely remind him, "When in Rome . . ."

Letters to editor

'Thanks' for Reconciliation

Editor:

I have just finished reading the September 19 issue and want to tell you how much I appreciated it, especially the article on "reconciliation from confrontation." If I were still a GC student I would want to register my thanks on the Opinion Board to the writer for expressing his reactions as he did.

I had heard from other sources how the Turner Conference reacted to the draft resisters' proposal and was glad to hear that the Conference had seen and grasped an opportunity for reconciliation. But the thing which really warms my heart is the kind of expression of mutual understanding and growth given by Devon Leu. Your editorial, in light of this article, is a real and necessary challenge too!

Thank you!

Shirley Hildebrand
1969 GC graduate

Words Are Fallible

Editor:

In regard to the fifth paragraph of your editorial "Love does not fear," the phrase, ". . . a request which is nothing less than asking for direct censorship privileges," strikes me as being a wee bit strong. Granted, it could in some cases become mere censorship.

On the other hand, when I write something about another person, I want them to check the final copy.

I have a healthy respect for the power of the pen and would not, under any circumstances, want to accidentally misrepresent a person's thoughts or feelings. Words, being the only inadequate tools we have to express ourselves, can quite easily communicate the wrong ideas no matter how high the degree of integrity possessed by a journalist. (And in some cases a journalist's integrity leaves something to be desired.)

Bonnie Hackel

A Song . . .

Grief and Pain

grief and pain
Dm Am
grief and pain
Dm Am
these are the things we are made
Dm Am Dm
to bear
Am
grief and pain
Dm Am
grief and pain
Dm Am
so many children have known
Dm Am Amaj
this name
Dmaj
in school you learn it
Dmaj Cmaj
at home you feel it
Dmaj Cmaj
a child you may be but
Dmaj Cmaj
with your mind you run free
Dmaj Cmaj
looking and searching
Dmaj Cmaj
for a heart that is true
Dmaj Cmaj
but all the searching is only
Dm Am
making a whore out of you
Amaj Dm
grief and pain
grief and pain
these are the things we are made
to bear
grief and pain
grief and pain
so many children have known
this name
pity and shame
are now your new name
they'll haunt you and bug you
till death's at your door
you open and find a heart that is true
It's death, you're the one
I've been searching for you.
grief and pain
grief and pain
so many children have known this name.
(Chords the same for both verses)

—Susan Ward

'Death' . . .

Searches way to self

by Susan Ward

At the time I wrote the song, I felt slightly depressed about everything. It so happened that it was dark and raining outside, which added to my feelings of depression. Through these feelings, the mood and color of the song developed. I had been playing my guitar while staring out of the window, thinking of many of the ways I have struggled and searched to find my true being. Then I thought about all the ways that other people have searched and all the things that they have been through just trying to find themselves. Prostitution—which leaves you in shame; poverty—that brings you pity; school—that teaches you about prostitution, poverty, home life, etc.; and home life—where you feel it all—are just some of the ways people have searched.

The searching I feel is all in vain because I have conducted a search for the realistic me. Existentialism says that I am, I exist. But who am I really? To myself I want to be a black person (and as far as I know I am a black person outside). Being black, I have found out, is not being a Negro (if you can grasp that); being black is not being a hypocrite; being black is not attending a predominately white college and being brainwashed some more; being black is not being disillusioned about the slow moving Revolution; being black is not being confused about what true blackness is. Then who am I?

At the time I wrote this song, identity as a black person of the past and future was just bubbling in me. Being involved in poverty and in suffering but not really experiencing it and knowing that this condition denotes the black race. Attending schools where knowledge of who I really was came only through learning about the girl next to me who had a hole in her blouse and hearing about the boy whose father shot his mother. Then listening to some girls making plans to get money by selling themselves. All these things I have known and seen among people causing grief and pain.

Again I feel the searching is all in vain, for the only way to find oneself and the only way to relieve grief and pain is through death.

The Goshen College Record

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Physics department receives two grants

by Dennis Kauffman

The Goshen College physics department has recently received in two grants a total of $159,431. These funds, granted by Research Corporation of New York and CTS corporation of Elkhart, Indiana, were provided to establish and develop research with the new triple crystal x-ray spectrometer designed by Dr. Robert Buschert, GC professor of physics.

This instrument, designed by Dr. Buschert while a professor at Purdue and used in research by several of his doctoral students, compares the distance between layers of atoms in each of two highly perfect crystals by measuring very small changes in the angle at which an x-ray beam is reflected from each of the crystals.

The story of the research grants goes back to May, 1968, when Dr. Buschert and Dr. Albert Meyer were performing with a different model of the triple-crystal x-ray spectrometer, also designed by Dr. Buschert. Although this instrument increases the precision by a factor of 100 over any other previous measurement and is considered by solid state physicists as a major experimental breakthrough, the sensitivity is not quite enough to make measurements in the range desired by most physicists.

In considering new areas of research and possible refinement of his spectrometer, Dr. Buschert conceived a new design which would increase the precision of the spectrometer by an additional factor of 10, as well as making the instrument operate faster and with less trouble.

A great amount of time and money however would be needed to develop the apparatus and to put it into operation. Research Corporation of New York, a foundation that supports research in small colleges where research would otherwise be impossible, was approached with a formal statement of research and a tentative budget of $55,000. The foundation representative however felt that $20,000 to $25,000 would be the maximum amount granted.

Drs. Buschert and Meyer replied that at least $35,000, in addition to what could be raised by GC, would be needed if the project were to be initiated at all. The budget was revised and submitted again. Because of the unusual promise of the proposed research, Research Corporation of New York finally agreed to provide $34,431.

It was now up to Goshen College to raise the additional funds needed. President Mininger had for some years been in contact with Basil S. Turner, Chairman of the Executive Board of CTS in Elkhart, and was aware of Mr. Turner's interest in scientific studies and in Goshen College. He arranged a meeting between Mr. Turner and Dr. Buschert.

Mr. Turner expressed a good deal of interest in the project and suggested that a proposal and budget be drawn up and submitted to him. Hurried phone calls and weekend conferences in Sc 004 took place before another budget totalling $25,000 was settled on.

President Mininger and Dr. Buschert personally presented this proposal to Mr. Turner and were pleasantly startled by his offer of a total of $125,000 spread over the next five years. This money would be used to purchase equipment, expand the program and provide researchers' salaries.

Mr. Turner expressed a conviction that undergraduates, regardless of field of study, should be exposed to high-quality scientific research as a necessary part of a modern education and that the small college research program is the only setting where this exposure is likely to take place.

In light of the additional funds granted by CTS, the research group re-evaluated some of their decisions and agreed that a small computer should be included in the equipment purchased, both for the added flexibility in research and for the learning experience it would provide for the undergraduate. The final decisions on equipment and a temporary arrangement of offices, research facilities and shops into which the essential items could be crowded for 1969-70 were made, and the orders went out.

At the present Sc 004 is nearing completion in preparation for the installation of the central research equipment for the Turner X-ray Precision Measurements Laboratory, which in the next few years is to be expanded to a five-room complex. Monday, September 29, the computer, a small PDP-8-L from Digital Equipment Corporation, arrived and several other items have also been received.

The delivery dates on the balance of the equipment vary, but most of the apparatus should arrive in October and November. The research team hopes to spend Christmas "vacation" setting up, testing and optimizing the apparatus.

In the near future experimentation on crystals of silicon is planned, with the effects of impurities and irradiations on the crystal of most interest. The research will be integrated into various classes as soon as the program is established. Since on the first level the research is not complicated mathematically or conceptually, the possibility of a block of the Physical Science class devoted to crystal study has been discussed, for example.

Physics majors will utilize the apparatus in Advanced Study and will be involved in computer programming and data reduction. Dale Richard Yoder and Jim Herschberger are the first recipients of the two research fellowships to be granted each year to senior physics majors.

As for involvement with the largest scientific community, Oak Ridge Laboratories have recently succeeded in growing perfect copper crystals and are eager to have these tested on the more sensitive spectrometer. Bell Telephone Laboratories need silicon crystals inspected to aid in the development of their new picturephone. Mr. Turner has also expressed an interest in discussing the employment of physics majors in industry during their vacation from Goshen College.

In the distant future are the possibilities of seminars with visiting speakers, post-doctoral research and summer work session for introducing high school teachers and college professors to solid state research.

by Ron Amstutz

Adding Machine

Senior physics major Dale Yoder experiments with the new computer recently obtained for the Turner X-ray Precision Measurements Laboratory.

'Personal education' . . .

Committee to study pass-fail

by Jane Byler

Five years ago a special action of the faculty placed the senior professional trimester of elementary education and secondary education majors on the pass-fail system.

Early this year, Senate went a step farther, passing a limited pass-fail recommendation for faculty consideration. Acting on the Senate recommendation, the faculty proposed two immediate steps: 1) that any student receiving a low final grade for any course may retake that course, the latter grade becoming official, and 2) that the recommendation be further studied by a student-faculty committee.

The recommendation defined 'pass' as anything that is above a C- on the present grading scale and proposed that all students in the system "shall be evaluated." No evaluation under pass-fail would be counted on the student's GPA.

Further, the recommendation provided pass-fail for all independent readings, seminars, applied music and art courses, all upper level courses outside the major.

Just now in the experimental stage in many colleges and universities, the pass-fail system yields a range of possible options. In some colleges the student may choose between pass-fail and the current grading system for any or all of his courses. Other institutions limit pass-fail to courses outside the major, or to small discussions and seminars. Still others provide the student with the power to choose between limited pass-fail and a system by which any grade lower than a C is not recorded.

The system's chief advantage touches on an Anabaptist perspective in education. It avoids competition between student and provides an atmosphere for learning and creating—student becomes scholar.

Of course, on the other hand is a question of motivation. Are students idealistic enough to be scholars? Graduate school admission is also handicapped by pass-fail. Since performance does not receive quantitative evaluation, graduate school admissions would have to depend largely on Graduate Record Exam results.

In the recommendation Senate proposed: Pass-fail "allows more freedom for both the professor and the student in encouraging less rigidly structured courses and a closer personal relationship between the professor and the student . . . Limited pass-fail is a small step toward more relevant personal education at Goshen College."

The committee chosen to weigh the advantages and disadvantages and propose a workable system includes: Prof. Art Smucker, chairman; Prof. Robert Yoder; Prof. Marlin Jeschke; Prof. Chester Peachey; Registrar John Nyce; Prof. Mary K. Nafziger; and Senior Carol Beechy; Sophomore John Enz and Freshman Don Brenneman.

SR features GC

The GC Study-Service Term will receive national publicity through the pages of **Saturday Review**. The extent of such coverage, however, is not yet known. Dr. Atlee Beechy, presently Dean of Students, developed contacts with the magazine while engaged in his Vietnam studies. He mentioned Goshen College's SST program during a meeting with SR concerning his last summer's MCC sponsored trip to Vietnam. **Saturday Review** expressed interest in the new academic program and additional information and pictures were forwarded to the magazine.

About two weeks ago, Dr. Beechy received word from SR Education editor James Cass that **Saturday Review** would tentatively include a story on SST in an October issue of the magazine. SR expressed real interest, said Dr. Beechy, yet he felt that SST would not be a major story.

Other national publications may also do coverage of the SST program. For the past several months, Goshen College has been represented before several such publications by a Washington, D.C., public relations firm. However, none of the publications have yet shown an interest in writing about SST.

GC Alumni Art Show

The Goshen College Art Gallery will feature the GC alumni show October 24 through November 16. The collection will include works of GC art majors who graduated from the classes of 1955 to 1965.

conscience and conscription: are they compatible?

Uncomfortable Compromise

by Norm Schrag

Presently, as a conscientious objector with a student deferment, my relationship to the Selective Service System can only be defined as a compromise, about which I am growing increasingly uneasy.

Historically, my uneasiness finds its roots in the post-World War I compromise made between American Mennonites and the United States government—the program outlining Mennonite exemption from military service. This compromise was brought about only because American Mennonites in 1918, like their Anabaptist ancestors, knew what it was to be strangers and outcasts in their own country.

But the same system that was born out of the peace witness of our Mennonite forefathers in 1918 has strongly blunted the prophetic witness of Mennonites today. Military exemption according to an interested historian, tended to mute the Church's prophetic voice and create a false sense of new-found security. Why should the Mennonites speak out against universal military training when they were already exempted? Why should the Church speak out against war, becoming politically and legally involved, when these political demands would perhaps give the appearance of ungratefulness, and thus, jeopardize the privileges granted a nonresistant people? Likewise, today, status quo Mennos continue to cater to a policy of "don't rock the boat" in order to keep up their end of the "compromise."

My unrest increases with the compromising notion that the U.S. government should initiate and define the nature of the Christian service I will be performing in lieu of military conscription. Do I perform two years of alternate service simply because the government prescribes two years? As a IW, am I in any way approximating the sacrifice and dedication of my arms-bearing counterparts in Vietnam? Why should I perform a period of Christian service in fullfillment of obligations to, and in the name of my country? As a Christian with a higher authority than General Herschey, and as a person with the view of the world as an international community, my service must not be fettered by blind obsequiousness nor by a narrow nationalism.

Finally, the fact that I have not yet handed in my draft card and am consequently still in compliance with the Selective Service System signifies my own compromise of belief and inadvertent blessing to the status quo. I may loudly protest U.S. presence, in Vietnam, but under the Selective Service System, I am still a part of the war machine.

My fundamental uneasiness will not quiet itself but grows stronger. Am I going to put into practice my basic convictions? I don't know. I don't know if I have the strength to accept the consequences of terminating my compromise with the draft. The Mennonite church, too, I feel, needs to evaluate its present situation, and develop new responses and ideas that will transcend the present compromise. Drastic measures may once again be needed to regain our prophetic voice—even at the expense of becoming strangers and outcasts in our own country.

Wait Two Years For Nixon

by Eli Savanick

The question of conscription and draft resistance is a question of priorities and values. It is a deeply personal decision concerning the right the government has to demand two years of your life. If one decides that the government is wrong in demanding two years, then the next question to be faced concerns the position of conscientious objectors in society. It is my conclusion that the C.O. is an accepted member of today's society even though it treats him like a "wierdo" who has twisted views — but he is accepted none-the-less.

If a man, as a Christian who believes war is wrong, detects that his voice of protest is no longer heard, isn't it his obligation to either find a more effective method of protest or forget his position all together? It is on these grounds that I believe draft resistance has a valid moral argument.

However, once deciding to take this stand it's important that one doesn't lose this newly gained effective voice. Fleeing to avoid a jail sentence does precisely this. The resistor who has gone to great lengths to remain a thorn in the side of the government an
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Government cannot make religi

by Devon Leu

Several months ago I made the decision to no longer cooperate with the Selective Service System. I could no longer be a part of a system of death. Because of self-interest I had accepted the CO alternative and had failed to take a stand against the system. I decided to resist this evil by saying no to it. Conscription is the cornerstone of militarism. It is an integral part of the concept of total war. The only basis for SSS power is our acquiescence to it. The refusal to comply exposes its vulnerability and illegitimacy.

Political and social situations forced me to examine my cooperation with the Selective Service System. The government said that as a recognized conscientious objector I could perform civilian work in the "national interest".

But I felt that at the base of national interest was national pride and selfishness. Our nation's political and economic institutions were to be advanced and enforced by military might, and I was lending approval to this in my failure to speak out against it. I saw also that the draft discriminates. Religious training, education, race, and socio-economic position were all in my favor. I received an exemption. I had been rewarded for not protesting the system of inequalities which denied these privileges to others.

The draft is a form of involuntary servitude, slavery. The decision to participate in war or to say no to war must be personal. It is a religious decision because it deals with the question of life and death. It cannot be decided for the individual by the government.

I saw the government infringing on individual's rights of religious freedom and expression. The government was, and still is forcing individuals to go against their consciences. This is done by making it more difficult to remain true to one's personal beliefs—imposing years in prison and/or a $10,000 fine, or forcing emigration.

I do not cooperate with the SSS because it is not a legitimate institution of the state. The state assumes that it has the right to make immoral national commitments of life and death for its citizens. It then attempts to permit exemptions on "moral" terms or conditions. I do not acknowledge that an immoral institution is qualified to judge the conditions of morality. The state can not judge who is or who is not conscientious. Decisions of conscience are made by the individual.

I can not reconcile SSS cooperation with the teachings of Christ. My action is motivated primarily by religious belief. But the act does have political relevance. I can not compartmentalize life by limiting my religious beliefs and commitment to certain areas of that life. A philosophic presupposition of Selective Service System is that there are enemies which require us to react with armed force. The love ethic of Christ denies that enemies exist for the Christian. Therefore, the presupposition of Selective Service System is invalid for the Christian. The authority it attempts to assume is illegitimate. Selective Service System cannot make demands on the life of the Christian.

I do not acknowledge the right of the state to

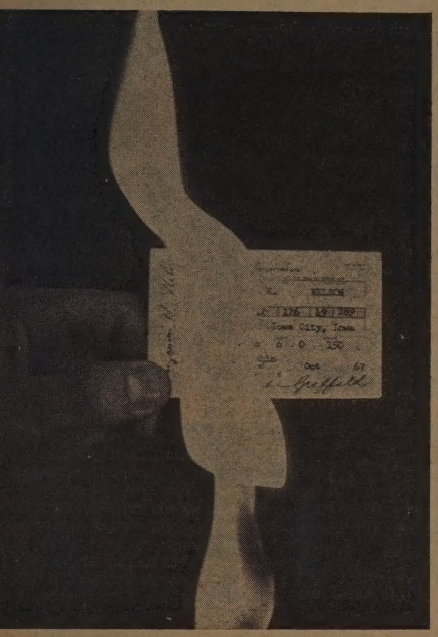
Anabaptist vision demands love before placards

by Larry Augsburger

Yes, I abhor the draft. I would be quite happy to see it done away with. Yet I do not feel, as do some brethren on campus, that it is my Christian duty to take part in activities of draft resistance.

My reasoning begins at that same spring of legitimization for everything we do on this campus, the Anabaptist Vision, more particularly the doctrine of two kingdoms. The Anabaptists divided the world into two parts. By far the larger of the two was the secular or material world which included the nonspiritual aspects of life such as occupation, entertainment and politics. The other part was considered to be the Kingdom of God in which the Christian dwelt and for which he labored. Ideally if a person were completely involved in this kingdom he would have no concern for the material world. Of course the perfect example of this was Christ. He had less than the foxes since he had no place to even lay his head. (Luke 9:58) Medieval monks tried to likewise achieve this state. But we find in the New Testament that the early Christians had to admit that they also lived in the greater, secular world and had to make some adjustment to it. Paul made tents. Onesimus had to return to his slavery. Christians all through history have had to battle with the problem.

So the question becomes, "Where do we draw the line between the secular world and the spiritual world?" Even Menno himself is very confusing on this issue. For years our Mennonite forefathers have tried to draw the line for us. But the attitude of today is one of individual choice. Each person draws the line where he feels it belongs.



Those Christians who feel that resistance to the draft and the war is a method of furthering the Kingdom of God have drawn their lines at a place different from mine. Although I wish to affirm the validity of their right to make this choice, I develop a strong conflict because their stance, it seems to me, becomes a denial of Biblical prophecy. Evidently they feel that the Kingdom of God is to be achieved by the actions of men here on the earth. Or in more secular terms, that the great society of love and peace is an attainable state in the present world.

Their optimism is encouraging, but it has no real foundation. The Bible is very explicit in predicting dire and tumultuous happenings during the end times, conditions such as Christ prophesied in Matthew 24:3-14. It seems obvious that, in accordance with God's plans, conditions are going to progressively deteriorate despite the valiant efforts of the Dag Hammarskjold's, Gene McCarthy's, George McGovern's, and Dr. Spock's. So when I see many of my peers bravely standing up to the establishment and trying to reform it in the name of Christianity, I credit them with great fortitude, but also with a misunderstanding of the true essence of Christianity. God has promised wars and degradation in the end times—man's sinful nature will not allow anything else. Yet they feel they can stand in the face of this and make everything all peace and love.

So I reject their view of sweeping change for the better by means of resistance. I must have an alternative. This alternative lies in another concept of the Kingdom of God. Here again I return to the Anabaptist Vision which sees the Kingdom as a group of people who work continuously for the furtherance of Christianity. Their methods are not ones of sweeping social change, but rather of improving society by changing each individual member. Rather than tacking up posters about love, the early Anabaptists did a little loving themselves. They let people see the love, joy and peace of God in their lives. There were no placards and rallies to improve morals in Europe. Rather each man spread the good news by means of personal contact. That they were successful is evidenced by the fact that the governments of Europe had to persecute them to keep from being overrun by moral, peaceful, harmless people.

Was not this Christ's method? He didn't agitate for sweeping changes in first century Palestine. Rather he worked merely with those people who came across his path, telling them about the Kingdom of God. He lit a fire that has never been quenched. I have no illusions of lighting another such fire or of reforming all of society. But I do feel that a change for the better is possible in certain segments of society if each person were aware of his Christian duty.

I would feel that I was being untrue to the revelation of God as seen in Christ if I would turn my attention from the furthering of His Kingdom as I understand it, to active resistance to the draft and the war. I am afraid that I, like the majority of the protestors, would become so concerned about the great impressive issues that I would lose my ability to show Christ to those around me each day. One long-haired brother admitted to me that although he is all shook up about the people in Vietnam, he forgets about the guy next door. That is the easy way out. It is much easier to love people half-way around the world than it is to love that person you must face each day.

True, my method isn't dramatic. My name won't be in the paper. But I firmly believe that in the final analysis this method will have accomplished more good for society and God than the protestors and resisters will have.

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the brotherhood of all

Reluctant cooperation

by Tom Harley

What to do about the draft is an intensely personal problem, not amenable to a general prescription cure. If we seek to suggest a rigid pattern of response to the Selective Service, we are negating our own purposes—among which supposedly is the affirmation of the free, manly, robust human spirit as over against a system which seems to favor the element in man shared by Pavlov's dogs. What to do with the Selective Service is only a little less complicated than finding a mate—not a little less fun and quite a little less rewarding. It is a question which seems to raise every other question you have about yourself and leaves you with the uneasy feeling that you've got to answer all those uncomfortable queries of the spirit to answer just this one. As the man who won a bet by eating 40 eggs in ten minutes said, "It's a good experience. . . hic!"

The case against the Selective Service is well-known and well worn and needs no regurgitation here. My concern is what you do once you accept this case. My answer has been, "Well, er . . . uh, I don't rightly know." But I do see cooperation and non-cooperation as equally valid alternatives, the decision between the two being wholly contingent upon how you feel you can use your special gifts and over-come (or even evade) your special weaknesses, towards your fulfillment and the fulfillment of others. And for most of us the larger issue isn't how to deal with the draft but how to be Christ-like.

I have been what might be termed an uncooperative cooperator. I never have quite been able to decide exactly whether I wanted that 1-O or wanted to confront the system. My basic approach has been that I want a 1-O, but I want it on my terms. My S.S. file is full of what one counselor assured me was "irrelevent" data guaranteed to raise the bile of the draft board. I haven't gotten the 1-O yet and am now appealing at the national level.

But I am basically a cooperator. I have given tacit recognition of the Selective Service by filing for a 1-O and by registering and by carrying the little card everywhere but in the bathtub. I see this as similar to establishing diplomatic relations—like with Red China, you may not like it but it is there. And I guess I have really never felt oppressed by my draft card; actually it is at my mercy. It gives me a sense of power over the Selective Service to carry their bit of cardboard around over my right buttock.

I cooperate partly out of what I hope is a healthy type of patriotism. I am not so down on this country that I don't think there are things which it wants to do that I want to do too. Alternative service. This "channeling" trauma doesn't shake my innards overly. Not doing something because the S.S. wants it done doesn't seem too reasonable to me. And I have some faith that maybe, just maybe, alternative service came about because a lot of lawmakers felt that people sincerely opposed to the military shouldn't have to be a part of it.

I cooperate partly because I wanted to avoid falling into a pattern of always being pitted against some system, of becoming a habitual rebel. This doesn't mean I intend to shy away from every confrontation which will come, but it does mean that now, on this issue I prefer a moderate course. And I fear the growing revolutionary mentality which seems so easy to become engulfed by. I cooperate party because it is easier for many of my non-pacifist friends and relatives to accept than just a flat statement of "to hell with the Selective Service." A guy who has been to Korea and has hoped that his presence there has made the world a better place, has enough trouble accepting me as a "Goshen College brainwashed C.O." let alone a "Communist, flag-trampling punk."

I cooperate partly because jail doesn't appeal to me (though I would hope the best of it if it came to that). And I would never quite trust my motives in going to Canada. I cooperate because I think two years in VS may be immensely valuable to me.

I cooperate because I think we need both moderates and radicals to bring about the fundamental changes necessary in our society.

I cooperate probably because I haven't faith in my ability to take so radical a stance as draft resistance and remain loving, as many others are able to do.

Mullet on Sports

by Bob Mullet

As a person who prides himself on knowing a little about a good soccer defense and how it should be done, I must admit that my reaction to the 1969 version of the Goshen defensive unit is roughly equivalent to my reaction to EMC's new science building — amazement, awe and even envy.

The use of the word "unit" is not accidental but rather holds the key to the success to date Considered individually, each of the GC players is solid, consistent, fundamental and steady but hardly capable of stopping a topnotch offensive player such as Sieber of EMC. But together the GC squad did it convincingly with a confidence and "espirit de corps" that was almost visible.

If you're looking for specifics, next time you see the team watch how the goalie passes the ball to the GC fullbacks after a save and lets them dribble upfield instead of booming the ball out and having it boomed right back at him. Observe how often goal kicks will either go short to one of the halfbacks or else be routed directly back to the goalie for better control. How often have you seen a Leaf fullback break up a fast break by kicking the ball, not out-of-bounds, but on back to his goalie? Advocates of the ideal "community" with brotherly trust and cooperation could well look here for their model.

As if that weren't enough, Coach Ingold has the rather pleasant problem of deciding which of five halfbacks will start the game rater than the more usual problem of finding three who can still stagger to the field by the end of the fourth quarter. Although the record of six shutouts set by the 1966 defensive unit is almost out of reach, the current model certainly needs apologize to no one for its performance thus far.

Experts say that a mistake made by the soccer offensive line is soon forgotten, but let the defensive line make one and it goes down in the permanent record. So far the defense has only made three mistakes, and in Wib Zook's emphatic, epitaph-laden opinion, one of those belonged to the man with the whistle. If you have a couple hours of free time and a good set of calloused eardrums, ask him for his abridged version of the Saint Francis fiasco.

by Ron Amstutz

Vicki Mester, right, defends the ball in a recent field hockey game against Western Michigan. The GC Women's Field Hockey squad currently boasts a 1-1 record.

Charge!

Kinetic art makes appearance at GC

by Carol Beechy

Goshen College was introduced to the short film as an art form (rather than a commercial blurb or travelogue) Saturday evening, September 28. The 10 shorts which comprised the first program of The Kinetic Art ranged from my favorite, "Rakvickarna," by Jan Svankmajer of Prague, a black comedy in which two Punch and Judy puppets fight to the death over a live hamster; to the Kafkaesquie "Il Giudice" (The Judge) by Italian Luigi Bazzoni, a haunting black-and white parable of a man's search for justice and truth as he is pursued relentlessly through swamps and mud; to Jordan Belson's psychedelic "Phenomena."

Like any work of art, the shorts can be responded to on many levels: sheer technical beauty, manipulation of form, "meaning."

The Kinetic Art is designed as a showcase for the short film, where much of the most exciting work in cinema today is being done.

The second program, which will feature Peter Whitehead's 5¢ minute "Tonight Let's all Make Love in London," with portraits of Julie Christie, Michael Caine, Mick Jagger, and novelist Edna O'Brien, will be shown Monday October 13, at 8:00 p.m.

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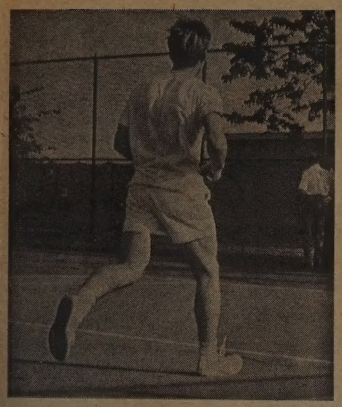
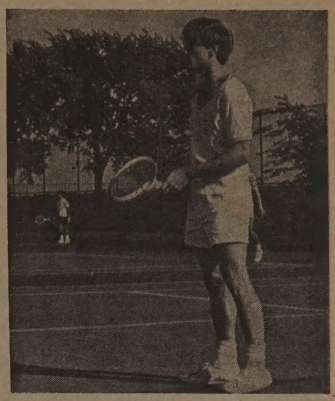


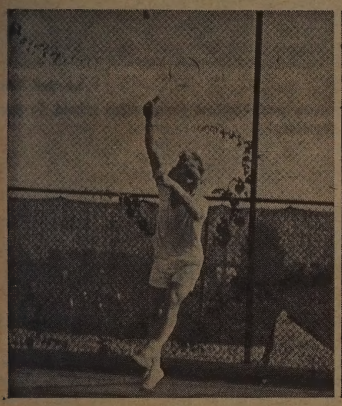
Joe Lehman . . .

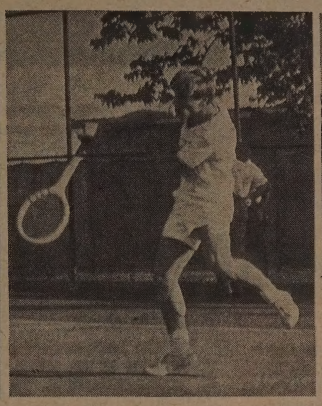
he keeps GC's ball bouncing

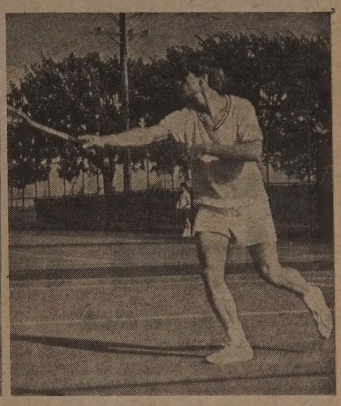
Among the players deserving credit for the GC tennis squad's pair of wins this year goes to junior Joe Lehman. Although standing only 5'7", Joe swings a mighty big racket. In singles competition he holds a 2-4 record, and is also 2-4 in doubles play. This is Joe's third year on the GC tennis squad.

This picture sequence depicts Joe in his characteristic form.









Soccer Teams Continue To Outscore Opponents

GC's soccer team is rolling along undefeated this season. Goshen's record, as of this writing, stands at 5-0, with the Leafs having outscored the opposition 16-3. (This does not include the Huntington practice game which GC won 8-0.)

Goshen copped the opener against Aurora 4-0, and then eased by an improved Huntington squad 2-1, in overtime. Next to fall was EMC also by a 2-1 score in a hard fought contest (see accompanying article). Finally, GC polished off Saint Francis, 3-1, and Concordia last Saturday, 5-0.

Scoring leader for Goshen at the season's halfway point is Larry Miller with eight goals. Next is John Bauman with four, followed by David Panyako with two and David Hartzler and Mario Lopez with one each. Team captains this year, elected by all varsity and JV players, are Larry Miller, Gene Schlabach and Wib Zook.

The junior varsity, incidentally, is also upholding GC's undefeated status. They've played three games so far this season, all against varsity squads or soccer clubs. The junior Leafs record is 2-0-1 to date, and they've outscored their opponents 9-2.

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by Gail King

Good Foot

Tom Brenneman executes a brilliant offensive maneuver at the GC goal while Aurora College opponents and Goshen teammates stand in awe and wonder.

1300 Miles Later . . .

Leafs register 2-1 victory over EMC

by Dan Shenk

The weekend of September 25-28, otherwise known as the last weekend in September, GC's soccer squad traveled to Eastern Mennonite College, otherwise known as EMC. We had a relaxing trip, if you call sitting in a car all the time relaxing.

Twenty-four of us (twenty players, two coaches, a manager and a driver) left Goshen Thursday noon in four cars. We took the interstates to Laurelville Camp in Pennsylvania where we spent the night. Next morning we pulled out, not especially bright or early.

We arrived at EMC's campus about 3:00 in the afternoon, and after standing around looking detached for a few minutes, got back in the cars and drove to the team's pre-selected motel some five miles outside of Harrisonburg.

We dumped our stuff in the rooms and promptly returned to EMC for a brief workout. Then supper at the college, back to the motel and the theoretical good night's sleep.

The next day was "a beautiful day for". . . baseball or football or throwing horseshoes—it was even nice for soccer. After early omlet and noontide noodles, the two squads commenced to the playing field. EMC was "up" and so was Goshen. We didn't relish the prospect of returning home with a loss, and they had about a thousand fans to please.

The hosts controlled the game for the first 5 minutes or so, using good footwork and sharp passes effectively. They were good. Somebody said they were one of the toughest teams in Virginia.

To say that Goshen then "took charge" would be an overstatement. But for much of the rest of the contest, we carried the game to them.

Our halfbacks began using their patented "sliding tackles" (Wib Zook had one of EMC's forwards so psyched he finally jumped straight up when he saw Wib coming in again), our fullbacks policed their area with determination and generally we beat them to the ball in one-on-one

Larry Miller tallied with 20 seconds left in the first stanza to give Goshen a 1-0 lead. This goal was followed by 2½ quarters of drought; both teams had several good opportunities but couldn't score. (Three of Goshen's shots, in fact, hit the goalpost and caromed off.) Then with 9 minutes gone in the fourth period, David Panyako connected, thanks to a fine assist from John Bauman.

2-0, Goshen, with 13 minutes to go. We were high. Just control the ball and keep it down at their end.

Mostly we succeeded. But a Goshen lapse with 5 minutes left permitted EMC's All-South Conference center-half, Jim Sieber, to weave through four defenders and score.

At any rate, we held them off till the gun sounded (GC goalie Junior Kauffman, who played an outstanding game, says in those last 5 minutes he was asking "how much time" about every 15 seconds) and won it, 2-1.

A good deal of unbridled horseplay took place the rest of the evening for the Goshen team. After supper, on the way back to the motel, a bunch of us in one car tried to communicate the story of the game to the residents of Harrisonburg.

At stoplights some of the guys leaned out the windows, and with appropriate finger signals, informed fellow motorists that "We won, 2-1, with a ball, soccer, you kick it. . ." A few smiled back knowingly and waved, but mostly they looked at us, then straight ahead, then looked at us again—then turned right.

Anyway, the next morning we got up in the dark, loaded our stuff and saw the sun rise as we wound our way out of the Shenandoah Valley.

Eleven hours and forty-seven cramped legs later the victorious soccer team entered their hometown. We were particularly gratified by the motorcycle escort and welcoming committee at the school.

Actually, a guy on a Honda paralleled us on Seventh Street as we went up Eighth Street, and at the Union Building a fellow trimming the bushes looked up and waved as we came to a stop.

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The GOSHEN COLLEGE Record

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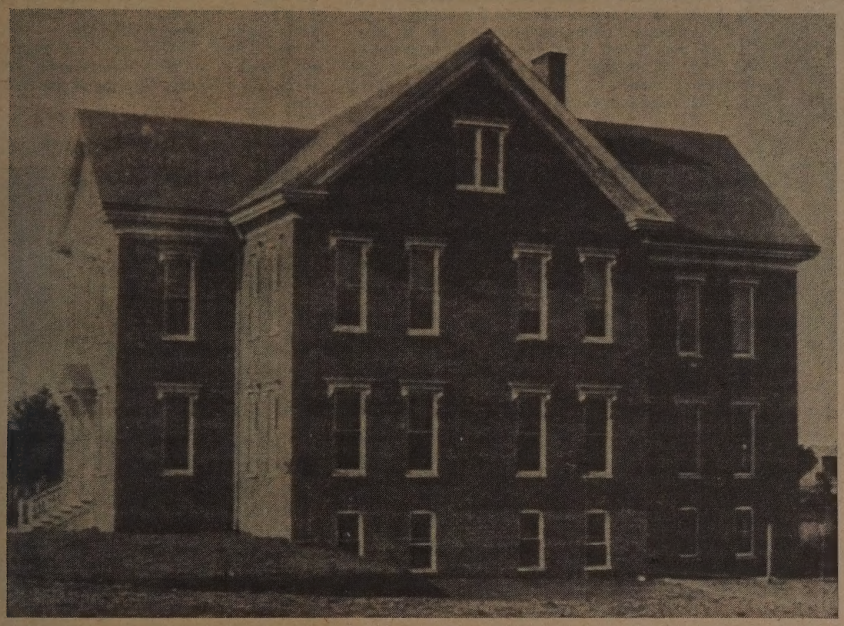
75th anniversary Homecoming edition

Goshen College, 1894



The Elkhart Institute, established in 1894

In the beginning . . .

The mission of the Elkhart Institute is to furnish the best possible opportunities to young men and women to prepare themselves for making the most of life, that they may attain to the highest usefulness. The Board and teachers will do their utmost to better qualify men and women for every relation in life—the home, the farm, the school room, the counting-house. It is their aim to train them in the exercise of clear, independent thought; to cultivate in each his own individuality; by original investigation to lead to the acquirement of knowledge which gives power. More than this, it is the aim to aid the young mind in attaining to wisdom, without which knowledge fails to be a blessing. The highest object is, by precept and example, to bring young people under the influence of the 'wisdom that is from above.'

Catalogue of the Elkhart Institute, 1896

Goshen College, 1969

. . . where our Culture for Service has brought us

A typical GC day, 75 years later

by Mike Shank

Managua, Nicaragu
October 9, 1969

For some reason, I'm no longer sleeping. I glance at my watch: 5:50 a.m. The maids are already working in the kitchen.

Oh no! I can hear rain pouring down on the patio floor. As a matter of fact, water is dripping from the ceiling at the foot of my bed. No use trying to go back to sleep now. Might as well get that ice-cold shower over with now.

After cleaning my teeth and the floor, I go back to work on that report of the SST group. It was due yesterday, but in Nicaragua, tomorrow is just as good as yesterday.

7:15. Breakfast: instant coffee with milk, scrambled eggs, and fresh pineapple. Two of my brothers and one of my sisters look pretty 'wiped out.' Hong Kong flu, probably. I sure wish this rain would stop.

7:45. Time to walk to the Centro Cultural, where our language classes are held. I slip on my raincoat. It's still wet with yesterday's rain. Haven't seen the sun for two days now. It's starting to get to me.

At the center, my first move is toward the record player. **Scheherazade** will be fine for this morning. Sure do miss music at home.

Most of the group is here by now (8:15) and I can feel my spirits lifting. We're all talking at the same time. It feels so good just to see the others and hear them talk—in English.

9-1:0. Language study. We're going over the progressive forms now. At least this is somewhat close to English for a change.

12:30. I'm back home again. 'Lunch' for today means rice and beans, chicken and real, 'live' potatoes with cake for dessert. I fill my plate with a nice quantity of everything. After all, my upset stomach couldn't get any worse.

After a 15-minute siesta, it's already time to get back to the Center for the 2 o'clock conversation session. At 3:00 we gather in one of the air-conditioned rooms to listen to today's batch of late reports: Nican population, Nican art and literature, taxis in Managua.

4:30. We are 'free' again. I head back to the library. I just have to get my report done. Impossible to concentate though.

6:30. Back home, where an 'early' supper is waiting. (My sister had a date this evening.) It's still raining.

After supper, I try to do some more reading despite my 14-year-old brother. He's supposedly sick, but that doesn't keep him from squirting me with his water pistol. After throwing him in the shower, I calm down and so does he. I've got to finish this report.

10:30. I'm ready to go to bed.

It's still raining. . .

The objectives of the Study-Service Trimester are to examine and experience the culture of an other country . . . to participate in the giving of service to people in need . . . to experience an intensive relationship as a part of a small group . . . to contribute to a climate of international understanding and interest on the Goshen College campus.

GC catalog, 1969

by Lorne Grove

GC students Dave Marohn, Kendra Crist and Wendy Brant on SST in Haiti

Creativity marks Homecoming '69

by Jane Byler

It's that time of year again.

It's Homecoming '69.

The week-end begins officially at 4:30 p.m. today, October 24, with the judging of the traditional three-dimensional displays, the winning residence hall receiving a free meal at Super Steer.

One innovation in this year's schedule of events is the elimination of the residence hall skit competition. It seems that imagination, given free reign in the past, tended, at times, to exceed "permissable" bounds, abusing the element of responsibility inherent in creativity.

So, this year a new mood will prevail in a coffee-shop atmosphere in the Union Auditorium. Students, faculty and alumni will pool their resources to present a program of interest to all groups on campus. Folk, jazz, blues, protest, creative rhythm (otherwise known as dance) and poetry reading will happen in the informal setting. Susan Ward, Pat Beamer, Dave Toews and Nick Lindsay represent four of the thirteen individuals and groups who will be performing.

John Frankenfield, Assistant in Alumni Relations, expressed hope that this year's program wil provide an outlet for creative elements representative of the entire campus. Those who recall last year's successful Men's Open House coffee-shop will have to agree that another such program may well be in order.

Immediately following the program and refreshments, a pep-rally-round-the-bon-fire will, in the traditional spirit, spur the soccer team to V-I-C-T-O-R-Y on Saturday when the Leafs meet the Spring Arbor Blue Jays at 2:00 p.m. on the Athletic Field.

Continuing the true Homecoming spirit Saturday includes several alumni activities. At 9:00 Saturday morning, the alumni of the Division of Language, Literature and Fine Arts will meet in the Art Gallery of the Good Library in an informal atmosphere focusing on plastic and verbal art forms of GC graduates. At the same time, Social Science alumni may attend a reception and seminar in the Arts Building, Room 220, while the Home Economics alumni meet for brunch in Arts 114.

Teacher Education alumni and students will be received in the Instructional Materials Center of the Good Library. Finally, the International Studies Division will be presenting a display of materials representative of each of the SST host countries. Returned students will be on hand during the day to relate their experiences abroad.

At 9:30, Evelyn Shellenberger, '63 graduate, will tell the story of the medical mission in Biafra at the Nursing alumni coffee-hour in Kratz Public Lounge.

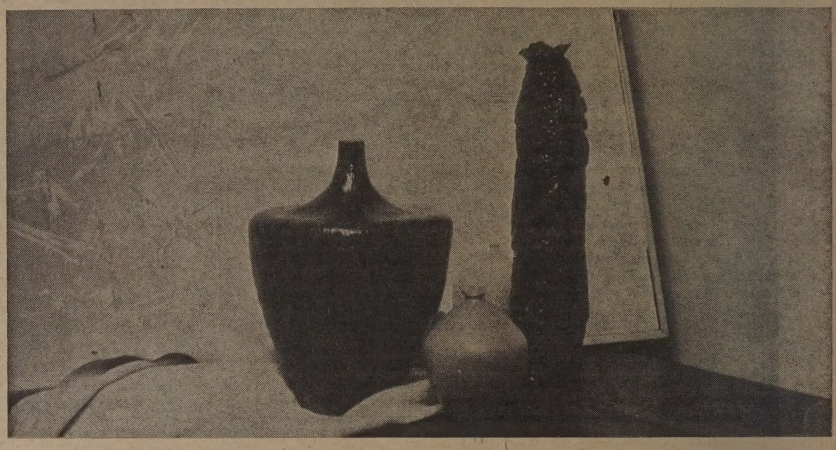
Dr. Robert Buschert will discuss his current research and conduct a tour through the new Turner Precision X-ray Measurement Laboratory during a National Science seminar on the ground floor of the Science Building at 10:30.

At 2:00 p.m. Maple Leaf soccer challenges Spring Arbor, followed by a Junior Varsity-Alumni showdown at 4:00.

In a one-big-happy-family gesture to all Homecomers, students and faculty will dine in style cafeteria at 5:00 in the Alumni Memorial Dining Hall. Alas, there will be no HHC (Homecoming Hostessing Committee) to smile and pin flowers, the Homecoming Planning Committee having decided that such was just not valid for the GC setting.

8:00 will highlight the day's activities with the second feature of the 1969 Lecture-Music Series with the dramatic production of Sophocles' "Antigone," performed by the Indiana Theatre Company of Indiana University.

The Alumni Art Exhibit, a collection of art by GC graduates will be on display in the Art Gallery of the Good Library throughout the entire weekend.



by Ron Amstutz

Alumni art

A multi-media collection of art, the work of GC alumni who graduated at least five years ago, will be on display Oct. 24-Nov. 16 in the Good Library.

At a glance . . .

Friday, October 24

4 p.m.—Final judging of three-dimensional competition

8 p.m.—Homecoming Program, Union Auditorium

Saturday, October 25

9 a.m.—Language, Literature and Fine Arts Alumni Art Gallery, Good library

9 a.m.—Social Science Alumni, Arts 220

9 a.m.—Brunch for Home Economics Alumni, Arts 114

9 a.m.—Reception for Teacher Education Alumni and Students, Instructional Materials Center, Good Library

9 a.m.—International Studies Division, SST

9:30 a.m.—Nursing Alumni Coffee Hour Kratz Public Lounge

10:30 a.m.—Natural Science Seminar, ground floor, Science Building

2 p.m.—Soccer, Maple Leafs vs. Spring Arbor, Athletic Field

5 p.m.—Dinner for Alumni, Students and Faculty, Alumni Memorial Dining Hall

8 p.m.—"Antigone," L-M, Indiana Theatre Company

Sunday, October 26

9:30 a.m.—Worship Service, Church-Chapel

10:45 a.m.—Campus Church, Assembly Hall

GC writers plan new publication

by Ruth Esch

Feeling the need for more creative outpouring on campus, Prof. Nicholas Lindsay called a meeting on October 8 for all students interested in becoming "GC Writers." At that time a somewhat carefree and unstructured group decided to publish "a cheap, simple publication," monthly (if it happens).

One important concern was that it should not develop into an obligatory job. Rather, when enough material is accumulated, a monthly literary paper will be published.

At the October 8 meeting, a staff was formed to cover specific (but wide-open) areas. David Toews was titled, in Mr. Lindsay's words, "Editor and Servant To All." The rest of the staff includes; Bonnie Hackel and Carol Beechy, layout; Nita Nachtigall, art; Harley King and Ruth Esch, poetry; Bill Williams, Sarah Eby and Marcheta Coatney, prose (fiction, essay and drama); Don Yost, politics and cartoons; and Mr. Lindsay, catalyst.

All students are welcomed to contribute their piece for publication in the still nameless paper. (M.P. II was suggested and hastily discarded.)

Presently, material is developing for an issue within the next two weeks. Because of a lack of enthusiasm for the formalized **Foolscap**, this paper will steer clear of the formal format.

Format is open to any new additions. The publication is conceived as being a forum where students are free to speak and at the same time where artistic ability has an outlet.

Contributions may be sent to GC Writers, Box 655, or given to one of the staff members. Since all staff members expressed their desire to remain in school, all material must have a redeemable literary quality. That quality is still open for definition.

Pres. committee lists qualifications

by Phil Paul

At the second meeting of the Presidential Selection Committee, Saturday, October 11, the members submitted the responses they had obtained in approaching their constituents concerning the qualifications expected in the new president. Some of the more important characteristics emerged as follows: a congenial person, devoted to Christian ideals and the Mennonite tradition; administrative ability preferably with some experience; and ability to relate to the students.

These qualifications were turned over to Dean Carl Kreider, chairman, who will compile them into a working outline. Of course, the list remains open, subject to additions and revisions.

Accompanying the qualifications in this feedback were approximately thirty - five names suggested as potential candidates.

Other business included the introduction of a voting procedure by Charles Ainlay. The committee expects the final selection to be a unanimous decision, but if after three ballots it is not, he suggested a 5 vote be acceptable. The committee agreed to this method.

The next meeting will be on November 8.

Women favor abolition of curfews

by Sylvia Shirk

As the result of a referendum concerning women's dorm hours issued recently by the Women's House Government Association, a committee has begun action to attempt to have dorm hours abolished. The committee, chaired by Marla Heindel, issued the referendum to all women students asking them to state their preference concerning a possible change in the policy.

A tentative tabulation showed 78 per cent of the students polled were in favor of abolishing hours. Fifteen per cent of the students favored keeping the present policy, two per cent, extending hours on weekends, and five per cent, extending hours both on weekends and during the week. A break-down by classes showed 81.5 per cent of the freshmen to be abolitionist, 72.4 per cent of the sophomores, 75 per cent of the juniors, and 75 per cent of the seniors.

The movement to change the hours policy began officially at the first meeting of WHGA, October 2. Marla Heindel was appointed chairman of a committee to organize a study of the possible backing such a movement might have from the women students. The committee which includes Debbie Lubbs, Nancy Nyce, Debbie Fisher, Gloria Troyer, and Carolyn Wolff, drew up the referendum, submitted it to WHGA for approval, and issued the approved edition to all WHGA members. Results were reported to WHGA Thursday, October 22.

Following approval by WHGA, results will be sent to the Personnel Staff committee for recommendation. Then they will be reviewed by the Student Personnel Policy committee, which is composed of both faculty and students and chaired by William F. Miller, assistant professor of physical science. This committee will review the referendum and the motives behind the petition of the woman students. If the committee finds the results to be valid, they will be forwarded to the president for his approval.

Outsiders evaluate SST program

by Dan Lehman

GC has enlisted the services of four prominent outside educators in an attempt to impartially evaluate the SST program. Striving to improve the one-year old program, GC administrative officials in charge of international education want the observers to measure the experience of SST thus far against the objectives of International Education.

The outside evaluators, co-ordinated by Atlee Beechy, include Harold Epstein, vice president of the Institute of International Education; Lewis Hoskins, Director of International Education at Earlham College; and Henry Gleason, Professor of Higher Education at the University of Denver.

The committee met for the first time June 17, 1969 and several times since to become acquainted with the SST program and to establish kinds of data to be collected and what procedures should be followed in making this evaluation.

John Ingold of the Office of Experimentation is responsible for aiding the evaluators in research and testing. Changes enacted thus far are the expansion of SST to Germany and the Far East, and the adoption of an experimental pass-fail grading system. The German SST will be based in West Berlin under the leadership of Prof. Marion Wenger. Plans for SST in the far East are still tentative. The first unit is scheduled for the Spring of 1971 with John Zook as director, however the exact location has not yet been determined.

Since Spring various committees have been working to change the grading system of SST. October 1, the Curriculum and Instruction Committee passed an experimental pass-fail system which was approved by the faculty the following day. The new system provides three grades on a pass-fail basis for the seven hours of Humanities, Social Science and Natural Science. Language or independent study in English language units will retain traditional letter grades.

Faculty SST leaders are responsible to provide objective evidence to support their decision for a pass or fail grade. The evidence will be used to prepare recommendations for students transferring to other colleges or entering graduate school. Evaluation will have no effect on student G.P.A.

28 students to study in Germany this spring

by Ron Amstutz

West Berlin will be the base of study for twenty-eight SSTers this coming Spring trimester. Dr. Marion Wenger, Associate Professor of German, and his wife Frances will serve as coordinators and faculty advisors. The underlying thrust of the German SST is described by Prof. Wenger as ". . .trying to get a look at what has happened in Europe since 1945, as focused on divided Germany and divided Berlin."

Hence the study term will receive the greater emphasis in the German SST according to Arlin Hunsberger, coordinator of Study-Service Programs. Ten weeks will be spent studying under national professors. Several short trips into East Berlin and East Germany are planned as a part of the study term.

For the service term, three weeks will be spent in International Student Work Camps, which are administered by the Mennonite Voluntary Service. During this time, the SSTers will be scattered throughout West Germany.

A launguage prerequisite of one year of college German or two years of high school level German has been set for students enrolling in the German SST. According to Prof. Wenger, this will make it possible for students to make direct inquiries of the German people as they study. Also an additional charge of $300 per student will be made to meet higher travel costs to and from Germany.

Until now SSTs have been in countries that are struggling for economic and political independence as well as cultural identity. Germany, on the other hand, has a highly sophisticated economic and political structure and a long-recognized cultural identity. Consequently, much of the SSTers' time will be spent comparing West Germany to East Germany. Prof. Wenger commented, "Since West Berlin is somewhere between East and West Germany geographically and politically, it provides a unique opportunity to study the two Germanies side by side."

SSTers will live with German families just as other SSTers do. The German SST will begin and end at the same time as the other SST groups this Spring trimester, April 23-July 28. The receipt of ten credit hours for 14 weeks of activity also corresponds to the other SSTs. Twenty-eight students are currently enrolled for the Spring term.

Yell leaders

New GC cheerleaders are (top) Becky Miller and Kathy Newcomer, (middle) Nellene Kuhns and Doris Boyd, and (bottom) Connie Swartzendruber and Barb Fisher.

So far . . .

A 'critical, involved, mature' Senate

by Phil Bender

If the first four sessions offer any indication of Senate's activity for the year, GC can expect significant improvements in the campus landscape.

Already a flurry of activity has engaged the body. After critical and extended deliberation, members approved the Vietnam Moratorium recommendation. A bill to establish a draft counseling and information center on campus has been introduced. Don Troyer has sought assistance in stimulating and interpreting student involvement in the selection of a new president.

Senator Vernon Schertz has asked how Senate can help place GC students in disaster relief work in Mississippi during Christmas vacation. And President Paul Mininger has invited Senate to take the first steps in what may be a major review and renovation of campus discipline and admission procedures.

This latter proposal, presented October 15, would amplify the "Standards for the Guidance of our Life Together," which were drawn up under Senate supervision last year. It calls upon Senate, through the establishment of a standing comittee, to take the leadership in seeking means to more fully implement the Standards.

It also requests that Senate review campus discipline and admission policies in light of the Standards, including a possible rewriting of the "contract" students sign upon enrollment.

Debate on issues, particularly on the Moratorium recommendation, has been sharp and thorough, and there has been disagreement: Senator Don Yost's recommendation that the faculty designate a second reading day passed by only a narrow margin, with student and faculty sentors supporting both sides. The faculty, however, defeated this recommendation.

All this activity has lightened the burden of leadership for President Gerald Mumaw, who has had difficulty finding time on the Senate's agenda to transact the necessary business.

But Mumaw's definition of leadership is perhaps another reason for the early activity of Senate this year. He sees his role as a mediator rather than an aggressive leader, bringing conflicting sides together into a context of rational discussion.

He especially hopes that the judicial jungle on campus can be broken, with some centralization given to the discipline machinery now fragmented between Men's Council, WHGA, Judicial Board, Student-Faculty Discipline Committee, and the Personnel Office.

The year is young, and Senate is moving. Whether or not it can maintain its pace and speak to pertinent campus issues remains to be seen.

But at this juncture, one conclusion is clear: Senate is critical; it is involved; and it is mature.

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Goshen College editorial page

The Record

YES to Jamaica

In the coming weeks the International Education Committee of GC will decide whether or not to uphold its earlier decision to close the SST unit in Jamaica following the Spring trimester.

This decision is of importance, and should concern all students and faculty anticipating or who have returned from SST.

The decision to close Jamaica was reached last March when the committee asserted that Jamaica, because of the absence of a foreign language, does not offer the student an adequate "cultural shock." A student receives a maximum learning experience, members argued, when he undergoes the frustration of trying to communicate in the language of his foreign culture.

We agree that a foreign language can significantly enhance a student's learning experience. But we also believe that closing Jamaica is unwise and inconsistent with the objectives of SST. In our opinion, the advantages of Jamaica outweigh the absence of a foreign language. For the following reasons we urge its continuation:

(1) Language comprises only a part of a student's total SST experience, and must not obscure other factors which can be equally educational. Jamaica offers a fertile context for students to observe the politics and culture of an impoverished and struggling nation, and the perspective derived from involvement in a near-totally-black culture is valuable beyond dispute. To paraphrase one recently-returned Jamaican SSTer, immersion in a black culture completely eradicates the racial prejudice inherent in our white-oriented American society. In these days of erupting racial tensions, this alone justifies Jamaica.

(2) Language familiarity—even if English—can enhance a student's SST experience. In Jamaica, students can communicate with citizens immediately, enabling them to share deeply in the lives and experiences of their hosts. Particularly in the service aspect of SST does the advantage of English become clear—both in the quality of work available and in the student's ability to make a useful and meaningful contribution.

(3) Achieving language competency demands an intensive and extended period of study. SST's fourteen weeks can provide a solid introduction to a foreign tongue, but for most students is not enough time to acquire the skill to converse in depth.

(4) And it must not be forgotten that Jamaica does offer linguistic differences. To most American ears, the **Patois** dialect spoken there is difficult to understand, and provides students with a degree of language frustration.

(5) Some students may not be able to adjust to a culture with a foreign language. Should these be denied the value of an SST experience?

(6) As presently constituted, the requirements for a BS degree at GC do not include a foreign language. Thus should Jamaica be closed, nursing and education majors desiring to go on SST would assume a disproportionate burden. Furthermore, some students may already have met their language requirements before going on SST. Jamaica would relieve this unequal obligation.

(7) If the goals of SST include "the experience of being a minority," "understanding the revolution of our times," and "giving of service to people in need." (College Catalog, pp. 161-2), we find it incongruous to close Jamaica and open a unit in Germany. While we believe that Germany will add richness and breadth to SST, it is obvious that Jamaica provides a more thorough understanding of the life of a relatively primitive people than does white, highly civilized and industrialized Germany. We agree that there should be an opportunity for students to utilize and develop their German language. But again we would caution that language comprises only a part of SST; and between the two sites, Jamaica comes considerably closer to giving the student an appreciation of the language-less aspirations of a deprived people and a more profound insight into the meaning of service.

We urge the International Education Committee to rescind its earlier decision to close the SST unit in Jamaica. While we acknowledge the value of foreign language study, we believe that Jamaica offers advantages which transcend whatever language is spoken.

Dissatisfaction among returning Jamaican SSTers toward the committee's decision has caused some members to question the wisdom of their earlier stand. Students affirming the value of Jamaica as an SST unit should make their views known to committee members, who are listed in the new Campus Directory.

Jamaica has demonstrated its value, and should be retained. By saying YES to Jamaica, we believe, the International Education Committee can best serve the interests and objectives of SST.

Faculty--you copped out

Unfortunately the GC faculty neatly circumvented a show of real support for the Vietnam Moratorium.

True, they gave overwhelming approval that the day's activities take place—but that is of little significance since classes were already suspended October 15 for a Reading Day.

GCCG passed, narrowly, a recommendation that the Reading Day be re-scheduled, mainly to show that GC definitely supported the moratorium.

The faculty refused this recommendation, also narrowly.

Is one day of lectures that important?

We don't think so.

We feel that the faculty, as a body, failed to give sincere support of the Vietnam Moratorium.

GC suspended classes October 15 for a Reading Day; the college did not stop "business as usual" as a war protest.

Our compliments to the Vietnam Moratorium ad hoc committee and other responsible persons for a well-planned day.

Sorry

In the story "Physic Department Receives Two Grants" in the last issue of Record, it was erroneously reported that CTS Corporation of Elkhart donated a monetary grant to GC. Those funds were contributed by the Basil S. Turner Foundation. Furthermore, the instrument being developed with the funds is a double-crystal x-ray spectrometer—not a triple-crystal x-ray spectrometer.

Dear God

by Dave Toews

Are you the one
who made this place
and us in it?

who gave us free rain
and free rein
and free reign
and some son-shine?

And when we'd done our best
and our worst
you sent a note
that you had a better way,
the only way,
and then came yourself to confirm it,
and said we should choose —
we, who ponder long
on whether ink or pencil should be used,
since both will pass e're long —
that we should choose
eternal bliss
or eternal damnation,
Are you the one?

The one who made us finite
then bade us choose
between infinities?

who made us blind,
then shone your light?

who made us deaf
and cried for us to hear?

O God, are you the one?

Dear God, are you kidding?

Une image de Guadeloupe

The sea's subtle sounds slap
Neptune's sleeping shore
While gracefully, gulls soar
Silently towards wordless winds,
Winding unseen smiles around
The brilliant blind eye of the sky.

—Diana Wilkinson

Letters...

Intrigued by women

Editor:

Many of us have great admiration for the idealism of mode youth. Their courage and impatience intrigue us.

But I do find them a bit boring and awfully conservative t They grow their hair long and dress in blue jeans and think th they have really crashed a cultural sonic barrier, when really they would need to do is take a look at the picture of Great-un Eli Bontrager in the family album or at their Amish Grandpa Ja Nissley; they would see at once how terribly conservative th really are.

In this connection I was intrigued with the new movement the liberation of women on campus. Upon reading the caption thought "Hooray! Maybe we have finally struck paydirt!" The is nothing like freedom, you know. Even Caliban, Shakespear monster in **The Tempest** knew that. So he shouts right out lou "Freedom, high day! High day, freedom! High day, freedom How I love and admire him for saying such a profound thing.

But imagine my chagrin when I read further that this no effort to liberate women was to begin with some protest ab dorm hours, etc. Ho hum! I almost yawned. Imagine such a ble enterprize beginning on so conservative and ignoble an und taking. I was prepared for something grand, such as a ruling th among all married couples the men were to do the child bear and the nursing of infants for a while. God knows that the fem of the species has been doing it long enough, and some of them getting tired of it. It is not more than right that the husba should carry his end of the load for a while. I would like to p pose that we make it a campus rule that for the next century a a half, husbands (and not wives!) do just that, and I challenge new movement to get hold of this idea and promote it at once!

Yours for a better and freer socie
S. A. Yoder

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Second team teaching program initiated

by Luann Habegger

This fall the Division of Teacher Education initiated its second team teaching program. According to Dr. Mary Royer, Professor of Education, team teaching is an experimental project in which "two or more teachers cooperatively plan, guide and evaluate a student or a group of students' learning."

This type of team effort permits the team members to capitalize on their individual differences.

Under this program, the student teachers share rather than divide the responsibility. Consequently, a considerable amount of time is alloted for cooperative planning. The supervising teacher, who volunteers to participate, serves as a coordinator and focuses the attention of the team members on important problems; together they attempt to come to a consensus. The school principal and college supervisor also contribute to the team by offering suggestions.

Last fall the Department of Teacher Education included team teaching as a part of the elementary student teaching block with the hypothesis that team teachers are better prepared, not only for working in schools which feature team teaching, but in any school.

Six teams volunteered to inaugurate the project. The program was organized conjointly under the guidance of Mr. Rufus Christner, Curriculum Director of the Goshen Community Shcools, and the Goshen College staff of the student teaching trimester.

This year there are twelve GC students who are team teaching out of a total of sixty elementary student teachers. Those students involved in team teaching and the schools at which they teach are as follows: Suzette Heiser and June Schertz, Chamberlain; Dale and Diane Stuckey, Chandler; Ted Ashley and Vernon Stoltzfus, Chandler; Ralph Fireoved and Susan Liechty, Model; Lois Johns and Judy Noe, Parkside; and Karen Edgin and Shirley Richer, Riverdale.

The responses so far from all those involved in the Project have been favorable. Susy Liechty stated that team teaching "allows more opportunity to give individual attention to the students." Since three teachers are present in the classroom, the class can often be divided into small groups. She also added that it greatly enhances and broadens the resources available to a class because two people with different ideas and experiences can bring together their thoughts.

Ralph Fireoved, who teaches in the same third grade class as Miss Liechty, also speaks highly of the program. Although some people countered this argument by saying that team teaching requires a different management of time due to the additional conferences and group sessions.

A new element was added this year to the team teaching program. Dave and Diane Stuckey, a husband and wife team, are teaching together. Although two roommates who taught together last year found that working and living together became tedious after awhile, Dave and Diane find that team teaching permits them to make better use of their time. Dave feels that it is better for two individuals to team teach while just beginning one's career rather than waiting until one has gained several years of experience and finds it more difficult to adapt to new methods.

One criticism sometimes mentioned in regards to team teaching is that the team teachers may feel they are competing against each other. Some individuals question whether team teachers are capable of transferring to a situation where they must teach alone. Proponents of team teaching recognize that most schools' budget does not permit the inclusion of the added expenses involved in team teaching but reply that the cooperation the team teachers learn will greatly assist them in dealing with teachers, students and parents under any school system.

by Ron Amstutz

Arrive en Masse

A total of 281 Goshen High School students were excused to attend Moratorium day activities at GC. About 100 walked together from G.H.S. to the college.

Senate establishes Communicana

by Bonnie Hackel

The Communicana Commission has been established by Senate to provide a much-needed channel of communication between the Goshen College Community and the Elkhart County Community.

Adrian Powell, chairman, states the Commission's purposes as: (1) to seek space in the local mass media— radio, television and newspapers to provide an outlet for Goshen College student opinion on both campus and world events; 2) to provide a channel for the expression of student opinion on other campuses; 3) to present, in turn, the needs of the Elkhart Community to the GC student.

Recognizing that the greatest barrier to understanding in any situation is the lack of effective communication, and realizing that this indeed is the greatest threat to the peaceful coexistence of college and "outside," Senate appointed the Commission to execute the above.

Powell says that the Commission "recognizes its responsibilities to present a well-balanced spectrum of ideas." .The opinions expressed through Communicana cannot necessarily represent those of a "total" student body, nor must they represent official College opinion.

The Commission is still in the early stages of operation —establishing contacts with officials of public media and introducing themselves and their ideas. The first project, which was to focus on the Viet Nam Moratorium, although relatively unsuccessful, due to lack of previous experience, promised good results for future projects.

So far, media contacted have seemed willing and even anxious to cooperate. Although the amount of material to be released depends upon the issues at hand, tentative plans call for publication at least every two weeks.

Communicana has a staff of reporters, photographers, typists, program engineers (for releases to local tv and radio) and interviewers to expedite the tedious mechanics of the communication process. Composed of student volunteers, the staff is made up of a fairly representative cross-section of the student body.

Members of the Commission include Adrian Powell, Tony Brown and Jane Byler; Associate Dean of Students, Norman Kauffman; Admissions Counselor, John Beechy; with Chris Burketta representing the College Community Relations Committee and Mervin Zook, Public Relations, as ex-officio members.

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Gail King
Editor

D. Hershberger presents recital

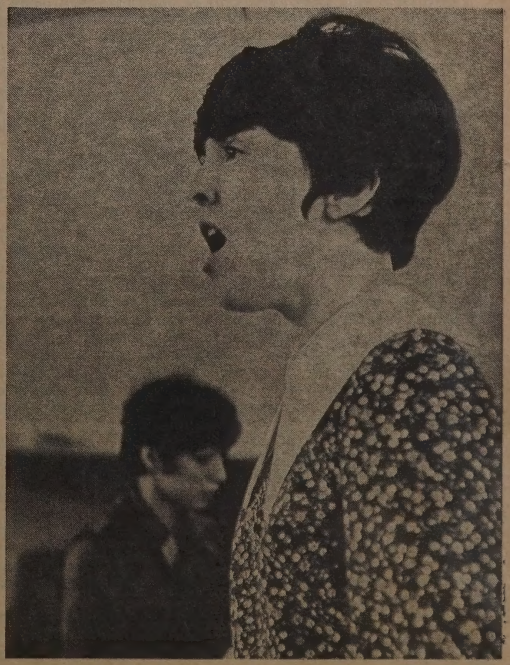
On Sunday, October 26, Donna Hershberger, accompanied by Connie Hershberger at the piano, will present her senior voice recital at 3:00 p.m. in the Assembly Hall.

For her recital Donna has chosen music from a wide range of time periods. Her selections will range from three old Italian arias to three of the twelve poems by Emily Dickenson that have been set to music by Aaron Copeland. Also included in the program are an aria from Offenbach's opera, "Tales of Hoffman" and four "Lieder" by Brahms.

Donna's main concern in presenting her recital is to establish rapport with her audience. She explained, "I want to communicate to the audience the aesthetic qualities of music which have become meaningful to me through singing."

Donna is presently a senior and will graduate in December with a degree in elementary school vocal music. She will begin student teaching later this trimester at Jefferson School.

A graduate of Hesston, Donna has studied voice under Professor David Falk in the two years she has been at Goshen. After graduation, Donna plans to teach elementary school music.



Recital Sunday

Donna Hershberger prepares for recital Sunday night.

'. . . win a match, then lose a match'

by Dan Shenk

Goshen College's 1969 netmen, referred to variously as the "tennis team," the "tennis squad" or the "Maple Leafs—subdivision: tennis," started off the season in disastrously dismal fashion by losing to Taylor, 8-1. "Is this our true potential?" several GC players wondered aloud. (Against Taylor, "yes" because three weeks later Goshen lost to that squad again, 8-1.)

Mostly undaunted by the first-round fiasco, the tennis Leafs beat Concordia 6-3 the next weekend, to even their record 1-1. This was to be the basic pattern from then until now: win a match, then lose a match —or vice-versa. It follows logically (with only tomorrow's Huntington contest remaining) that Goshen presently stands 5-4.

A member of the tennis squad, disturbed by his team's monotonous 50 per cent showing, predicted recently, "We will finish 6-4!" We eagerly await the day when this fearless prophet, who prefers to remain nameless, again puts his reputation on the line.

An interesting aspect of this year's team, according to Coach Roman Gingerich, is that many of the players are quite close in ability. "On a given day any of the players between the third and seventh positions can beat each other," Gingerich states. This situation indicates good team depth —a valuable commodity in any sport.

Ten players are currently listed on GC's tennis roster. The first six play in singles competition, accounting for a total of six points. Then any six players (as selected by he coach) team up for doubles play. This accounts for three points. Hence, one finds a total of nine points in the scoring of Goshen's matches this year (as opposed to seven last year).

Several of Goshen's matches have been played under somewhat unorthodox conditions. At Taylor, for example, thanks to high humidity and low fog, many GC players felt great frustration when their racquets slipped from their hands and disappeared into the mist. Besides, the athletic budget does not allow for such things.

At Concordia the tennis courts had recently been resurfaced with a fresh coat of black asphalt or something, and it wasn't dry yet. The going was rather sticky and dirty; by the end of the match, the tennis balls resembled so many resilient eight-balls.

And in a contest with Grace at Goshen, a cold 25 m.p.h. wind blew constantly from west to east, causing difficultues for anyone who ventured onto the courts. Adding to the problem, many more maple leafs than could play showed up for the match. Due to the wind, these leaves were everywhere, confusing the eye and imparting strange spins to the ball.

Team captain this season is junior Don Troyer, who has been "looking very good," according to Coach Gingerich. Don has generally played the number two position behind number one racquetman, junior Joe Lehman. Joe distinguished himself recently by snapping the 112-game winning streak of Grace ace Ron Clase; Joe won the first two games of the match, but Clase came back to win, 6-2, 6-0.

Junior Stan Miller, "also looking good," has been playing the third position lately, followed by junior Fred Swartzendruber, undefeated (9-0) freshman Dave Swartzendruber and junior Daryl Steiner. Frosh Dan Hostetler, playing the seventh spot, has seen mostly doubles competition. Rounding out the squad are freshmen Rick Stiffney, senior Bob Souder and freshman Mario Bustos.

If you've been reading carefully, you noticed that the first seven players, five are juniors and two are freshmen. This phenomenon has not been overlooked by connoisseurs of GC tennis who readily realize that "next year they'll all be back."

Mullet on Sports

by Bob Mullet

A blow was struck for underdog lovers everywhere by the recent Mets' World's Series victory. The omniscent experts and their "position by position" analysis, in which there was "no way" the Mets could win it, were forced to eat their proverbial haste, much to this writer's delight.

Where did they go wrong?

It seems to me, by definition, a "position-by-position analysis" is invalid when it comes to a true team sport. People who picked the Lakers to win it all last year with Baylor, West and Chamberlain had already proved that it doesn't work.

Corny as it may sound, I believe the intangible team spirit is probably the most important factor. Ask yourself, when Swoboda and Agee were making those daring and dangerous diving catches, were they doing it for the $5,000 difference in losers' and winners' share, or was it for the team? Obviously for the team. Not that they wouldn't have done it for the money but had that been the case they would have hesitated a moment to count the cost, and you and I both know that in the case of Swoboda, he who hesitates is lost, as well as game 4 of the Series.

Basketball practice has started, and all's right with Indiana's world. For you newcomers to the campus who think "Hoosier Hysteria" is something some sports writer made up to try to add excitement to an otherwise dull sports story, forget it.

This is an accepted psychological and sociological term first used by Siegfried and Havilicek around the turn of the century to denote the "hypnotic state of attentiveness shown by masses of people observing the passing of circular leather objects through steel arcs measuring 18¾ inches in diameter. While in this state, they are easily aroused to hysterical seizures, accompanied by screaming, whistling and throwing of semi-decomposed objects. The triggering mechanism for this hysteria is generally any loud noise, although a whistle or buzzer seems to have an unusually potent effect. These Hoosiers (sic) also seem to have a paranoic dislike of and aggressive reaction to the sight of black and white stripes in close proximity.".

For those who are interested, drop around practice some time to see the exercise in brutality which Coach Litwiller (The Lip) has devised for his front line. One guy tries to make a lay-up, while the other two try to kill him. Whoever bleeds first gets 2 shots.

Should the two defenders be so lax that the offensive man makes the basket, they are thrown to the lions and a new set brought in. Should everybody survive until the season begins, one should be able to look forward to a reasonably successful season, something on the order of 16-5.

Everyone should make it a point to see the Junior Varsity vs. Alumni soccer game tomorrow. All the former great stars (most of whom are even greater now, especially around the midsection) will be there.

This writer's prediction—Alumni 2, JV 0. That will only be the end of the first quarter, unfortunately.

From there on it will be all downhill.

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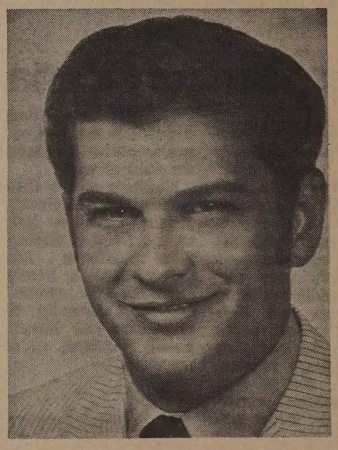

Dave Jenkins

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Feel Free to Browse Around . . . It's Your Store and if it's Young Men's Clothes . . . and It's Sharp . . . We'll Have It! See You at the Lion's Den!

by Earl Jantzi

Ole! Mario Lopez maneuvers ball against Concordia opposition.

Like kissing mother-in-law . . .

Soccer teams fail to untie scores

by Bob Mullet

If ties are to be equated with the kissing of mothers-in-law, as the old cliche says, then in-law relations should have been substantially strengthened by recent Goshen College soccer history.

Prior to this year, in eight or nine years of varsity soccer competition, the Leaf's had been involved in five tie games. Thus far this year, there have been three, while the JV's, not to be outdone, have chipped in with two of their own.

The frustration started October 11 at Indiana Tech where a muddy, water-logged field, which was more suitable for mosquito-breeding than for soccer-playing, made life miserable for both sides. The mosquitos won, while IT and GC tied, 2-2. Halfbacks Eli Savanick and Larry Miller scored the Leafs' two goals. The game could have been won in the fourth quarter when Goshen was awarded a penalty kick. Unfortunately, Mills spun out on his approach to the ball, and the opportunity was missed. The ten-minute overtime served only to run up the laundry bill.

Four days later the Leafs invaded South Bend to take on Notre Dame. Another goal by Larry Miller proved to be the Leafs' only successful offensive effort of the day, and it would have been enough, except for a most unfortunate and hotly-disputed penalty call. Despite the fact that by definition the call was shown to be incorrect, the final score stood at 1-1. And the frustration grew.

On the 18th, the Leafs took on Calvin College on the kind of cold, windy, bone-chilling day that makes one wish basketball season had already started. Severely hampered by the loss of forwards David Panyaka and John Bauman to injuries and Mario Lopez to a burst of Latin temper early in the game, the Leafs found themselves in a real battle. The big, rugged Knights really carried the game to the GC'ers, and it probably was their roughest game to date.

After a scoreless first half, Heerima of Calvin managed to slip one in with only seven seconds remaining in the third period. It appeared the Leafs were finally going to reach a decision, albeit an adverse one, as Calvin had a wind and momentum advantage going into the finl period. However, Larry Miller, on a brilliant individual effort, managed to get open with three and one-half minutes gone in the period and punched one past the goalie to tie the game. The final outcome, a 1-1 standoff, was predictable and inevitable.

The fact that the Junior Varsity game which followed also ended in a 1-1 tie, which extended Goshen's string of consecutive ties to four, only served to put the proverbial icing on the cake. It's rumored that should the Homecoming game end in a tie, it will be decided by high card draw.

by Earl Jantzi

A real head Larry Miller uses his head in GC-Concordia match.

Rainy Saturday mornings . . .

Girls' hockey team shows enthusiasm

by Carol Byler

Have you noticed how cloudy and rainy Saturday mornings have been? There are at least 25 girls on campus who have. They are all members of the Goshen College women's field hockey team.

Early Saturday morning, September 27, members of the hockey team awoke excited and tense. It was the day of the first game of the season. Members of the first team were especially excited because they would be able to show off their new kilts. The night before a few of the girls had posted signs all over campus so that the game would well publicized. But to everyone's dismay, it was raining with no sign of let up. This was not to dampen anyone's spirits, except the spectator's, and all continued to prepare for the big number one game. Nothing could keep them from playing this game for they were pitted against Western Michigan who in previous years had proven to be Goshen's toughest opponent.

Western Michigan came, and the game was played despite weather. However, members of the first team began to wish the game had been rained out. Goshen has always, with the exception of their very first game, defeated Western Michigan and now GC proved to be unprepared for the beautiful and skillfull Western attack. A 5-0 loss was mighty hard to swallow, salved only slightly by the second team's 2-1 win.

The following week was one of vigorous practice and running which proved worthwhile the following Saturday when GC's first string traveled to Valparaiso. The first half was terrific; the score was 4-0. But by the end of the game Goshen didn't really feel too great, for Valpo came back in the last 10 minutes and scored 4 goals. But Justine Clemmer had scored an extra one for GC to make the final score 5-4.

After another week of vigorous practice and running, GC was determined to beat Taylor. Everyone got up at 6:30 to eat breakfast at 7:00 and leave at 7:15, that is everyone but Betsy Alderfer. She got up at 7:15 and was at the gym by 7:30 with rollers still in her hair. No one ever did leave; the game was canceled because of rain. Later discovery proved a beautiful day at Taylor.

Finally, October 16, both teams left for Calvin. It was raining and freezing cold but GC was determined to play and win — and that's exactly what they did. Calvin's first team proved to be pretty tough but not too tough, for GC the Leafs proved, finally, that they were capable of playing a good game of hockey and ended with a 2-1 win, Justine Clemmer and Marty Hess scorers. The second team also proved the usefulness of practice by winning 3-0 with Vicki Mester scoring 2 goals in the dark and Linda Miller scoring one.

GC hockey teams are coached by the vivac-

more on page 8

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But to his chagrin,
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Was just a Deposit Box Key!

SAFE DEPOSIT PROTECTION COSTS ONLY PENNIES A WEEK!
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GC grads march . . .

Scots also observe Moratorium

Dear Editor:

Yesterday, Wednesday, October 15, an estimated 150 students from Edinburgh University took part in a demonstration against the presence of U. S. and Allied forces in Vietnam. This was done largely to identify and sympathize with the War Moratorium which took place in America.

The demonstration was formally conceived by several American divinity students at New College on Monday, October 13. Included were five former GC students, Peter and Paul Stuckey, Randy Noe, Fred Miller, and myself. At its beginning, the idea consisted of the following steps: a silent vigil in the New College courtyard at 1:15, a march in distinct groups of 7 through downtown Edinburgh to the American Consulate General, and a presentation of several petitions to the Consul upon arrival.

Upon realization, however, the demonstration reached a size of about 150 students, only one quarter of whom were from New College, and proceeded in one large group through the streets waving Viet Cong flags and chanting slogans (lovely). Although the small number of NLF backers in the demonstration were not expected, their presence did not conflict with the ideology upon which the demonstration was grounded.

The police walked at intervals controlling traffic and were quite friendly, a thing I'm not used to, being from the States, but then this well fits the general attitude of British police who seem content to treat young students as fellow human beings and don't find it necessary to needlessly assert authority as some officers unfortunately do at home.

In the end, the petitions were presented to the Consul who promised to send them to the U.S. State Department.

We received publicity in most local newspapers and both BBC and Scottish television ran stories and films of the march. It was said by many that ours was the biggest march in Edinburgh in recent times; students here are said to be extremely apathetic. The students didn't seem to be apathetic about the demonstration, our petitions contained 300-500 names.

Best wishes for the November uprising.

Peace

Mike Klaus

Girls show enthusiasm

contiued from page 7

ious Berdine Wyse, who is probably one of the most enthusiastic coaches to be found. Do you know of anyone else who gets so wound up in a game that it takes her at least 24 hours to unwind when we lose and so excited when we win that she treats everyone to 30 cents at the DQ and forgets a day of practice? Before games she gets so nervous she forgets to stop at redlights and for school busses. But no matter how nervous she is, during the game she remains cool, calm and collected and allows the girls to play their own game.

Goshen has two more games, both on November 1 at Purdue—the first against Indiana State—number one in the state—and the second against Purdue. The team is determined to play even better and win both of their last games.

Stop killing

GC graduates Fred Miller and Pete Stucky lead Scottish Moratorium demonstration.

Survey shows . . .

Community split on war policy

The survey conducted by Bethany High School and GC students Oct. 15 for the Vietnam Moratorium show the group of Goshen citizens who were questioned divided fairly evenly over the question of Nixon's Vietnam policy. Chuck Kaufman, the Bethany student who originated the project, reported that he felt the survey to be fairly representative of the whole Goshen Community. Out of 874 persons questioned, Kaufman said, 156 refused to answer the questionnaire.

The survey showed that 52.6% of those who replied felt Nixon's troop withdrawals were political moves rather than real efforts to end the conflict; 44.8% favored immediate troop withdrawals while 41.9% preferred "rapid phased withdrawals", 13% were undecided; 54.8% believed American involvement in Vietnam to be a mistake, while 32% approved and 13.2% were undecided; 45% believed that the Paris negotiations were accomplishing nothing, 40.1% felt they were accomplishing little, and only 3.2% felt that much was being achieved. Concerning the draft, 13.4% felt that the system should be abolished, 32% felt it should be modified, 11% believed it should remain as is, and 16% were undecided.

The students also took around a petition that called for American troop withdrawal from Vietnam as well as for abolition of the draft. The petition was signed by 167 persons was to be presented to Indiana Congressman John Brademas.

PRES. SPEAKS ON SMALL COLLEGE

Goshen College President, Dr. Paul Mininger, spoke before a group of more than 100 community business and professional men at a dinner in the Hotel Elkhart, Monday October 20.

In his address, "Independent Higher Education Looks to the Future", President Mininger spoke of the problems, mainly financial, confronting the small independent and church-related colleges. In order to survive and to maintain its character and integrity, said Mininger, such a college must provide a distinctive and unique program.

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Students to aid storm victims

by Luann Habeggar

Last August, the fury of Hurricane Camille left its mark on much of the Gulf area of Mississippi and Louisiana. Mennonite Disaster Service has since been stationed in the area offering assistance in welfare and restoration.

In light of his experience with MDS in Gulfport, Mississippi during the first week of September, and in response to the great need still exhibited there, Vernon Schertz, assistant professor of English, proposed sending service units to Gulfport.

A committee of interested persons formed, headed by Prof Schertz, to study the proposal. Deciding to provide opportunity for interested students to help with reconstruction, the committee voted to establish units during the Thanksgiving and Christmas vacations, a one-week unit during the Winter trimester and a three and one-half week unit in the Spring.

The Gulfport Committee is composed of: Chairman Carl Kreider, dean of the college; Atlee Beechy, acting dean of students; Ray Bair, director of Community Voluntary Service; Ray Sala, associate director of College Relations; Gerald Mumaw, president of GCCG; and Larry Miller, representative of Campus Church.

Dates for the vacation units are November 22-29, December 16-24 and December 27-January 3. These include time for travel and for five days of on-location service. Hopefully there will be no cost for participation in these one week projects. Air transportation will be provided for some students by Mr. Erie Sauder, a businessman from Archbold, Ohio.

The dates for the one week project during the Winter Trimester have not yet been scheduled. It has not been decided whether the Spring unit will leave for Gulfport immediately following final exams or whether it will plan its program so that it coincides with the first session of the Spring term which runs from April 29-May 19.

The number of students in each group will depend upon the amount of adult supervision. Supervision will possibly come from older students, faculty, staff or community men. Other factors which will determine the size of groups are the supervisor's skills, the types of jobs available, the skills of the group and the pre-planning which has been done with local directors.

Some of the various types of service projects that have been suggested are as follows: clearing away rubble, removing mud that has caked on the walls and floors of homes, helping in the roofing, siding and general repair of homes, participating in day care centers and assisting welfare and Red Cross workers.

While residing in Gulfport, the units will work under the auspices of the Red Cross and the Mennonite Disaster Service. The units may also be

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The GOSHEN COLLEGE Record

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Phoenix . . .

Spirit of Spouter to resurrect in form of new coffee-house and expression area

by Carol Byler

April 10, 1969 North Hall burned to the ground, and with it fell Spouter Inn, GC's coffee-house and "student expression area." Concern for the need of another such spot on campus gave birth to the new coffee-house. The tentative opening date is Nov. 17.

The objectives underlying the formation of the coffee - house include: 1.) to provide a platform for student creativy and initiative; 2) to provide an atmosphere for class or group social events; 3) to provide a quiet place for guy-meet-girl; and 4) to provide an out-of-traffic place for couples.

To be located in Coffman Hall basement, the proposed coffee-house will somewhat resemble the hull of a ship. Plans include a bar, split levels, suspended ceiling and, hopefully, bunks, on which to sit. There are to be two raised areas for tables and chairs, with the stage on the lower level.

Tentative programming involves campus talent on two nights of the week-end and outside talent on the remaining night. Admission will be charged only for outside entertainment. The coffee-house will be opened following special events for students to meet and talk with the performers and guest speakers. Week nights are reserved for group activities by reservation or just for "a place to go."

In order to provide a known outside performer at a limited cost, GC has joined the coffee-house circuit. This is an organization made up of colleges in Indiana and Illinois which provides solid booking for the performer in one area thus limiting travel expenses. Each performer will be on campus for 4-7 days.

The first of these performers is Andy Robinson who is scheduled for the week of Nov. 17 to 22. Andy Robinson is a 21 year old contemporary singer-songwriter who accompanies himself on six and twelve-string guitars.

Andy began playing with Judy Collins, The Back Porch Majority and others and has appeared with Janis Ian and Eric Anderson. "He is completely captivating and brings out all the meaning in his songs. His style is sincere. . . " reads the review in "The Outlook," the Mammoth College paper.

It is hoped that the coffee house will be complete enough to open the week of Andy Robinson. During that week, some nights will be reserved for workshops and some for small concerts. One larger concert will possibly be held in Assembly Hall.

Student involvment is desired. Anyone interested in construction, art work, serving or in helping in anyway should contact Marla Heindel, chairman of the steering committee or Ben Showalter, Executive Secretary.

by Ron Amstutz

Coffee-house

The bareness of Coffman Hall basement will soon be transformed into a living and breathing coffeehouse. Opening date is set for Nov. 17.

'But we can't give them hope' . . .

On SST, human need is not seen through textbooks

by Debbie Diverchy

Just what is this thing called SST? To some it's like a three month vacation; to others it's the gaining of a very meaningful experience. Most of us in Nicaragua have been drawn to the meaningful experience aspect during our first six weeks of activities.

We're supposedly through with the study portion now and ready to start our service projects. The biggest question in most of our minds is "What can I possibly do to help?" For six weeks we've seen men, women and children sitting around the streets in rags with outstretched hands; we've seen small children curled up on store steps and park benches because they have nowhere else to sleep at night. The ones who are fortunate enough to have houses crowd ten or fifteen people into a two room, dirt floor shack.

"What can I do?"

Plant a few trees, teach a class of English or new farming techniques? All of these are of course important, but what these people really need is hope. That's the one thing we can't give them. There is no hope for a country living in seventeenth-century conditions with no industry and thus no job opportunities, no money and no chance of development!

Although the U.S. is a wealthy country full of opportunity, most Americans could learn a very important lesson from the Nicaraguans. It was pointed out to us very vividly in a small town called Bluefields.

We spent the weekend in this very small, very poor fishing community. On Sunday we attended the Episcopal Church there. When the pastor prayed he started out by praying for strength for those less fortunate and expressed gratitude for all they had. It made us all stop and think as we looked around at the shabby, dirty buildings and the even shabbier dressed people in the church.

They were so very thankful just to have a little food, a few ragged clothes, a place to sleep. If they felt fortunate with the little they had, then our hearts should be bursting with thanks and pride for all we have. I'm afraid most of us suddenly realized we'd been taking everything we have for granted.

If one never leaves the U.S., it's hard for one to really appreciate what the U.S. has to offer. We're all just a little more thankful, more appreciative of all the things we've taken for granted for so long.

We're proud of our country; we're proud to be Americans. We can't help but leave Nicaragua different people than when we came. Perhaps we'll be a little more mature by having the chance to see how the people in another country really live.

So for us, many, many years after a lot of the fun and glamour of SST is forgotten, the thing we'll always carry with us is our thankfulness to this country and their people for giving us so much more appreciation and pride.

Nicaragua will always mean something very special; it will always be the country that gave us a never-to-be-forgotten experience.

This experience is what SST is all about for us.

Whiskers or basketball? . . .

Senate to hear hair-athletics dispute

by Phil Bender

What do hair and love have in common?

Ask any member of the GC Senate; he's likely to reply, "The welfare of the GC community."

This unusual question emerged in the Senate meeting of Oct. 29, when junior Jon Lind expressed his concern over the ruling forbidding athletes to wear facial hair.

This ruling, formulated last August by coaches Roman Gingerich, Fred Litwiller and John Ingold states that "Participants on intercollegiate athletic teams that represent Goshen College in public shall not wear beards or moustaches. The length of hair shall be reasonable for the sport in which the player participates."

According to Lind, who was unable to play on the tennis squad this fall because he refused to shave his moustache, the ruling violates an athlete's personal freedom and contradicts the way in which regulations in the GC community should be made.

The coaches disagree.

Indeed, the issue concerns not only freedom of athletes to wear hair as they choose; it also asks the searching question, "Is the GC community mature enough to make rules and regulations on the basis of 'loving concern for each other'?"

To these complex and interrelated issues Senate has agreed to serve as a forum for discussion.

On the issue of hair alone, the arguments are clear. Supporters of beards assert the right of athletes to decide their own appearance so long as it does not interfere with their performance.

The coaches, on the other hand, believe that they, as sponsors of extra-curricular athletic activities, possess the authority to set standards of appearance.

Furthermore, they say, a "certain tradition in athletics" has honored clean shaves and short hair, and they believe that the various publics GC athletic teams encounter—students, other schools, alumni, local community—desire that this tradition be maintained.

But the issue runs deeper than chin whiskers; it directly questions the meaning of the standards by which GC governs its life.

Last year the Senate approved a document entitled **Standards for the Guidance of Our Life Together,** making "persons, the quality of relationships, and a sense of community" the criteria for establishing rules for campus conduct.

Furthermore, the **Standards** say, decisions affecting individuals of the GC community "cannot be merely prescribed or imposed" legalistically; rather, they require "the widest possible participation by members of the community."

It is this statement on rule—and decision-making with which the issue of hair and athletics is most directly concerned.

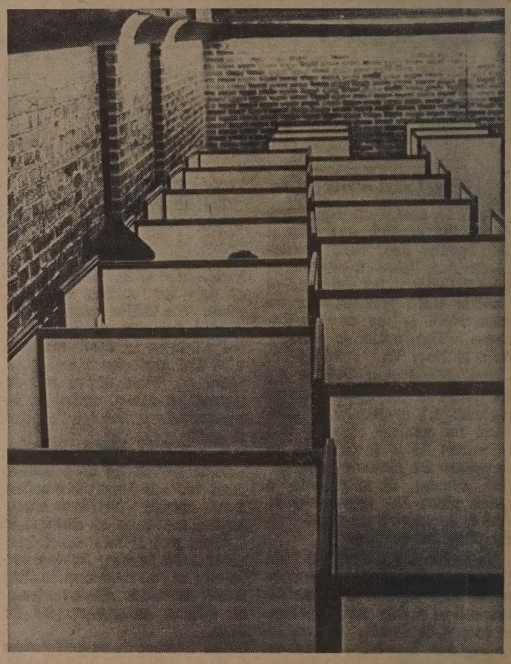
The coaches admit that they made the rule without consultation among the players; but they argue that they have the authority to set standards of appearance.

Opponents of the rule, on the other hand, assert that the **Standards** forbid such unilateral rule-making and that any rules regarding appearance must be decided by the larger community which they will affect.

So Senate has been made the arbiter of the first real dispute arising from the meaning of the **Standards of Our Life Together.** It is unlikely that the Senate will attempt to overturn the ruling; rather, it will most likely examine the way in which the ruling was made.

And chances are that beards and basketball is only the first of many similar issues Senate will be asked to resolve.

For the **Standards** are broad, and demand a level of maturity which the GC community will attain only slowly. Until this level is reached, where "loving concern for each other" becomes the central criterion of regulations, similar disputes will arise between traditional rule-making practices and the radically different way of life of the **Standards.**



Jamaica open in '70-'71

GC students will have the opportunity to go to Jamaica on SST in 1970-71.

That decision was made last week by the International Education Committee following a review of the previous Jamaican SST units.

Last March the committee tentatively decided to drop Jamaica as an SST unit following the Spring term this year.

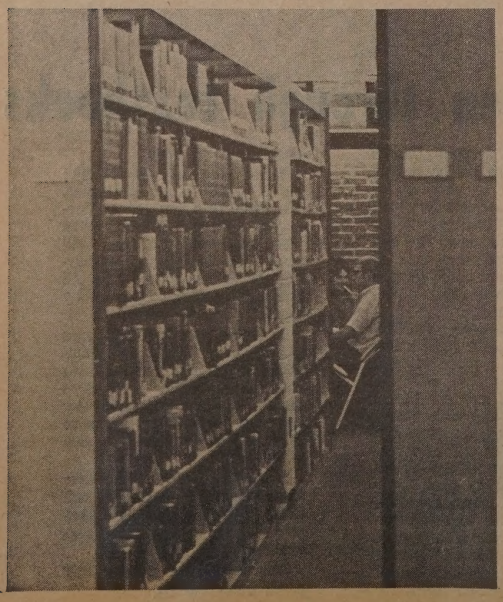
But consultation with Prof. S. A. Yoder, leader in Jamaica last year, and returning Jamaican students led the committee to reconsider its earlier stand, according to Arlin Hunsberger, executive secretary of the committee.

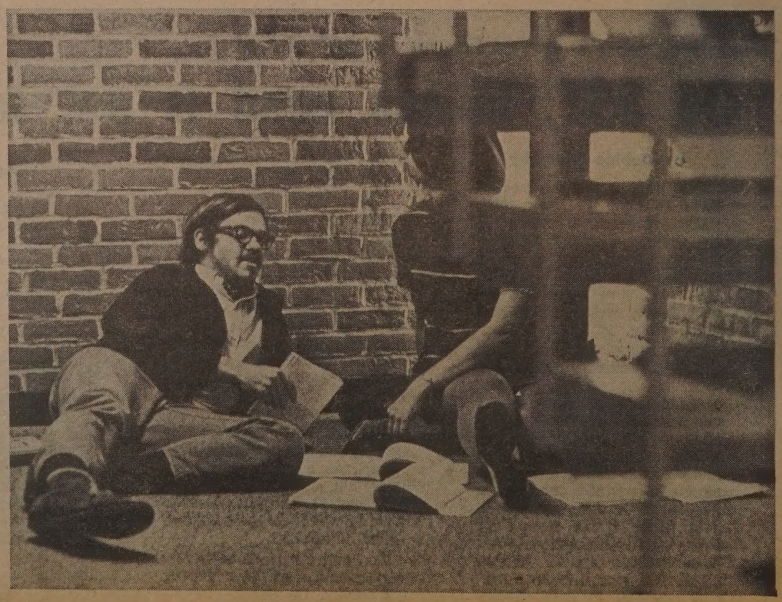
This

is

studying?

Yes, on any floor, under any stairwell, on any night in the library





Howell House experiments in living

by Sara Eby

New this fall at GC is an "experiment in living," conducted in Howell House. Howell, a large rambling house located at Eight and Kenwood, is inhabited by eleven students and Mr. and Mrs. Devon Yoder and their 7-month-old daughter, Alev. Participating students are Carol Beechy, Pat Borom, Wendy Brandt, Ann Burkholder, Harley King, Dave Marohn, Roger Martin, Mary Rich, Jerry Rogers, Kwang El-Suh and Kathy Waltner.

All three floors of the House are in use. The main floor contains the common living room, kitchen and facilities for the Yoder family. Second floor houses the five fellows and four of the six girls. The remaining two girls have rooms in the basement. Separate baths are provided for the fellows and girls.

The Howell House experiment materialized from a Senate bill proposed last spring. The proposal arose from a concern of several GC students that there is a need to form closer student-faculty relationships and bridge the "generation gap," that parochialism and fragmentation was being caused by cliquish peer groups and that students were not forming relationships with members of the opposite sex on a strictly person-to-person basis.

Another stated purpose for the experiment was to combat the paternalistic sterility of dormitory living and to give students responsibility and participation in the governance of their own lives. As Harley King said, "I see Howell House as the opportunity for a group of people to explore and experiment in the various possibilities of human relationships, both as individuals and as a group."

"The idea is to get a group that is tightly knit, almost interdependent," stated Devon Yoder, coordinator of the project. However, the experiment admits to having problems because, as Mary Rich explained, "We're quite a diverse group."

Carol Beechy added, "One thing we are learning is that you almost have to have something to pull a group together and right now we have more to pull us apart than together."

Each member of the group has his own full-time load of courses, busy activities on campus and varied interests. The group finds it difficult to arrange convenient time blocks in which all the members can meet together.

A number of the group members expressed the fact that, although the group is moving closer together, there is no central factor around which it is structured. Mr. Yoder explained, "We are attacking it from the other direction. We have a group and now must make a common interest."

A seminar scheduled for the group to begin this winter will hopefully provide the desired "common interest." The students will choose an academic topic for study and approach it as a three hour credit course.

The Howell House group is completely self-governing. According to Carol Beechy, self-government involves "the individual in connection with a group making decisions rather than existing under a sterile authority."

Harley King stressed that the commitment is to uphold the group decision rather than what is suggested by an outside source. The group feels that this freedom is necessary for an experiment in communal living to be valid.

The faculty sponsor, Devon Yoder, who is also GC's assistant librarian, admitted, "My role is a little bit nebulous. I am very much a participant, and I guess I provide the faculty interaction." Mr. Yoder was quick to stress that neither he nor his wife, Marcia, claim any more authority than any other member of the group. He predicted, "If we would cease to function only as participants and use some type of authority, the whole thing would probably break down."

The group has reserved each Wednesday evening for a communal meal and meeting and also spends late Sunday evenings together. During these times the group tries to get to know each other better and to discuss their goals and hang-ups.

Nevertheless, Harley King feels that "people are singularly finding each other out" rather than learning to know each other on a strictly group basis. He emphasized, "The building blocks of the group are interpersonal relationships among the group."

Many of the group members prefer this method of communal living to dorm life. Pat Borom stated, "I'd like to see it enlarged to include more people—more houses." However, they were also ready to admit that such a living style could not be successfully implemented on a school-wide basis; some students would not want to live in such a situation and others would be unable to cope with it. As Mary Rich put it, "There is a kind of loneliness on the GC campus and this would help to take care of it for some people."

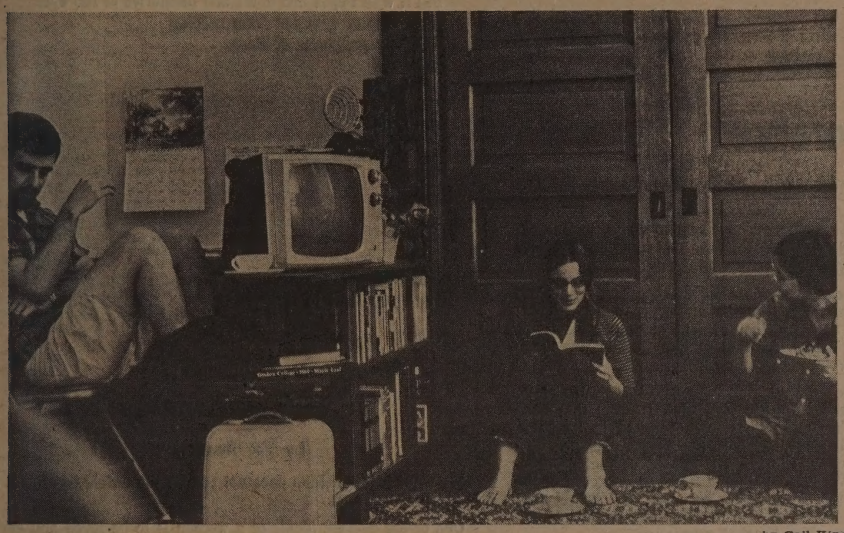
Howell House also adds to college life a greater dimension of responsibility, both for oneself and for others. Mary Rich pointed out that there is more sharing, more caring and more responsibility placed on the participants because the rules, determined by group consensus, are minimal. No hours exist; each person is totally responsible for himself.

Explaining the Administration's stance on Howell House, Atlee Beechy said, "It is not counter to the basic objectives of the college in search for greater meaning in education." He sees values in allowing the group freedom to develop its own pattern of life.

Dr. Beechy also observed, "It's an exciting kind of experiment, and we are looking forward to what it will tell us." He noted that students took the lead in developing the project and explained that the Administration sees it as an opportunity for students to be responsible rather than as a license for them to cut loose.

As Carol Beechy feels, "The most important thing is to let it happen. You can't force a group to happen." Devon Yoder agreed, "We have to make the time and work at the relationship, but we can't get up tight about it."

The group is still in its beginning stages and feels that it needs freedom from judgment and from restriction if it is to carry out its experimentation.



by Gail King

Sunday Night

Devon Yoder, Wendy Brandt and Carol Beechy share in a "care" package from home during one of Howell House's regular group meetings.

Associates share concerns

The Goshen College Associates met November 1, on campus in an all-day meeting. The Associates are a group, presently numbering 66, who, according to President Mininger, provide on an individual basis "significant financial support" for Goshen College, as well as providing advice and comment concerning the policies and functioning of Goshen College. They meet regularly, at least once a year, sometimes oftener, on campus at dinner meetings. According to John Liechty, Executive Secretary, the Associates support GC not only financially but also act as interpreters and intermediaries between the college and the varied constitutuency from which they come.

Students Dean Schertz and Marty Hess were present to answer questions posed by the Associates. Discussion revolved mainly around the October 15 Moratorium as observed at GC. Several students from SST were also present to answer questions concerning their experiences on the Study Service Term.

GCers to march in Washington

by Ron Amstutz

Goshen College students will be among the many protesting the Vietnam war in Washington, D.C., November 14 and 15.

An estimated 100 GC students will make the trip—some by a chartered bus or college car and others by private means. Most will leave Thursday evening at 6 p.m. Transportation arrangements were coordinated by Jon Lind, with assistance from Robert Charles and Steve Ainlay.

The "March Against Death" begins at midnight Thursday. The Indiana contingent, however, is not scheduled to march until Friday noon. They will be a part of some 45,000 protesters, each carrying the name of a dead American soldier or destroyed Vietnamese village.

From Arlington National Cemetery they will march to the White House, read the dead's name, and finally place it in a casket near the Capitol Building. This four mile trip from Arlington to the Capitol will probably take nearly four hours.

Saturday a second mass march and a rally is planned. The bus will return to GC following this rally.

The 40-hour march continues the protest of the October 15 Moratorium. Most of the Moratorium Committee members were involved in the 1968 campaigns of McCarthy or Kennedy, reflected in the law-key approach and the stress on locally planned activities.

Next week's Protest in Washington, though, was not planned by the same committee. This much stagier protest is being directed by the New Mobilization Committee, a more radical group. David Dellinger, currently on trial in Chicago for conspiring to incite riot, is a prominent committee member. Even though a large majority of the marchers will be "home-town" protesters, the threat of disruption by a group of hard-core "radicals" has contributed to disunity since the October 15 Moratorium.

This reporter has observed divided opinion on the march in the GC community. Some refuse to participate because it would necessitate identifying with too many "extremists." Others consider it important to register their protest to the war in spite of the presence of a few "radicals" who might try to capitalize on the march. Still others will stand back and refrain from making such decisions until after the action is over.

Jon Lind says no faculty have come out in favor of the march partly because "There is an over-concern with whether something will be effective," and partly because of the "divivise effect the march might have." He said also they are leery of the Mobilization Committee.

At any rate, the march on Washington next week promises to be one of the biggest in American history. Most agree that much of its effectiveness will depend on whether it can be staged peaceably.

Goshen College editorial page

The Record

Athletes should decide

Senate has been asked to serve as the forum through which the beard-athletics issue can be discussed.

The issue at stake here, we feel, is not the decision itself that athletes shall not wear beards, moustaches or unreasonably long hair, but rather is the manner in which this decision was reached.

As sponsors of athletics, the coaches felt it was their prerogative to make the decision themselves.

However, in light of the new standards for GC, which state, "The formulation, implementation, and interpretation of standards require the widest possible participation by members of the community", we feel that the decision should not have been unilateral.

We recommend that the coaches involved submit the beard issue to the athletes themselves and by so doing encourage "the widest possible participation by members of the community."

Their decision, in affirmation of the coaches decision or otherwise, should then stand as final, until the athletes choose to change it.

We ask Senate to support this recommendation and present it formally to both parties involved in the discussion.

Need for tolerance

Goshen College has no articulate, or even vocal, conservative element. This is not to say that none such views exist, they simply are silent.

The voices usually heard are those of the "left-wing"; not always the most articulate, they do at least speak.

As an academic community, GC needs greatly some balanced discussion between the liberal and the conservative points of view. As a Christian community, the college community must have the tolerance to allow and to support such discourse by encouraging the conservative elements to speak.

The lack of a conservative voice at GC was emphasized by the October 27 issue of the **Goshen News** which contained in its "Kaleidoscope" column an anonymous letter from a Goshen College student expressing "views (in this case the student's concern over "extreme attitudes" at GC) . . . which rarely, if ever, are printed in the **Record**".

True, such views are seldom voiced in **Record**; **Record** seldom hears them and has yet to receive any letter with such expression.

As encouragement for the conservative voices to speak, we urge the author of this particular letter, and any other persons of similar views (or of any views, for that matter) to say what they feel through letters to **Record**.

Concerning this anonymous letter itself strictly from a journalistic viewpoint, we feel that good journalistic practices were violated in its being printed alone, without the proper balance and qualifications to bring it into its correct perspective. We appreciate and share the concern of the **News** that such views be aired and regret that efforts were not also made to use **Record** as another medium for that expression.

Flabby gals take phys ed seriously

by Nita Nachtigall

The second term of the physical education program, which began October 27, included as part of its program a course in Foundations, a class required of all Freshman women.

The course is designed to improve physical fitness through a series of exercises.

The class meets three days a week but additional exercising is required outside of class.

A number of girls on Kulp second floor have taken this course seriously and have formed what they call the "Flabby Females Club." The club now has a total of thirteen members and continues to increase.

The Conscience Committee heads the club and sees that the rules are carried out. As stated in the club's constitution: "The first and most important quality to have if you want to join is honesty and a sincere desire to lose weight."

Several rules were established for the club. (1) Honesty or forget it! (2) No eating between meals. (3) Every time a meal is skipped and one wants to eat something in its place one must check with the Conscience Committee.

(4) One apple a day is allowed outside of meals. (5) Every member must weigh from 12:00-12:30 on Sunday night and post the results on a chart.

(6) There will be a punishment for eating outside of meals without permission—additional exercises will be demanded. (7) Weight will be recorded before departing for home for Thanksgiving and other vacations and upon arriving back at the dorm.

Don and Tilly

When Don Troyer isn't choosing new GC presidents, he can usually be found serenading the campus ladies. But living in the masculine sub-culture of East Hall makes it difficult to get to know girls—unless you have Don's charm and a friend like Tilly.

Pages

by Don Yost

In 1507 Pope Pious the III
In 1528 Invasion of Southern France
Watts times ohms equals volts
The third movement of Mozart's 39th
And Golgi bodies are for secretion

Secretary Pious Ohms, 1507 movements, and France
Secreting Fat
Yellow and tedious and holy fat
Holy because God has decreed it
Holy vegetables and vitamins and
Healthy exercise of flabby minds
Minds
Minds which are for filling
Fill that Mind
Fill it
Fill it with fat
Fill it for God and your mother have decreed it
Fill it with Popes and dates and memories of red eyes
Memories of eyes red from reading
The holy scriptures of Econ.
Mind red
Mind sore
Fill
Fill it up
Fill it with fat
Fill
Fill
Fill Full
Fill
Still
Still Until
Until you start to find

Only 88 pages left

Can't run away

by Pat Beamer

We want justice! Man does not realize the unfair treatment he has given the woman.

One of the deepest ideals of a woman is to be loved and cared for respectfully and not as a due favor of a week-end date.

Man often escapes from the female because of fear that he may become involved or tied down.

But in any case, can we run away from something we actually want?

Love is a growth, not a tumor, a growth of physical and mental feelings that are attained through a relationship of meaning.

The man who says he has to stay away from fire to keep from getting burned does not realize that if he stays away from the fire it will eventually spread and burn him anyway.

Men, if you don't want to get involved, then 'cool' it until you get yourselves together.

Because after all, face it, once you've asked for a date, you've asked for involvement.

That one great evening you shared with your date may leave only days of misery.

Letters...

Likes us—and controversy

I like hearing opinions from campus.

Your article "Conscience and Conscription: Are They Compatible?" in your October 10 issue made me feel as if I had talked with some of the people there.

It was good to hear some differing opinions—and constructive ideas.

Please run more articles on controversial topics like this one.

Sincerely yours,
Bonnie Jo Yoder,
SSTer in Nicaragua

The Goshen College Record

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Campus Church explores new role

by Jane Byler

"Action and worship—the two parts together make up the Church, yet now exist in separate structures," wrote Gail King in editorial comment (RECORD, March 14, 1969) advocating the merger of SCA and Campus Church.

Neither unprecedented nor new, the idea had been gaining momentum on the GC campus for several years. Originating as an experimental worship project in response to student dissatisfaction with current forms of worship, Campus Church was organized to "explore meaningful ways of worship and the meaning of gathering as Christians on a college campus." The first service was conducted February 5, 1967.

Boasting a long-standing tradition (since 1902) at GC, first as YMCA (Young Men's Christian Association) and YWCA (Young Women's Christian Association), which merged to become YPCA (Young People's Christian Association), which became, finally, SCA (Student Christian Association), this organization was open to students, faculty and staff on a voluntary task-oriented basis. It's purpose was to aid in personal "development toward a vital and mature Christian faith" by the provision of religious activities on and off campus, "supplemental to those provided by the congregation of the individual's choice."

The growth of campus population brought a change in the kinds of interest in and expressions of the Christian faith. With an increased verbalization of doubts and questions in the attempt to reconcile faith and reason came a quest that began to acquire "untraditional" forms. 1966 found SCA in a state of "crisis."

In an attempt to rediscover the role of SCA in this aura of uncertainty, a study was conducted during 1967. One recommendation coming out of the investigation suggested that the relationship of SCA and the newly-formed Campus Church be examined. The activities of SCA had consisted mainly of service projects—tutoring, weekly trips to First Mennonite Church in Chicago to conduct boys' and girls' clubs, Lighthouse, local Goshen and South Bend community projects, Gospel Teams, MYF activities, VS teams and Koininia.

Now SCA sought to reflect upon its changing context and its effectiveness on campus. The uncertainty continued through the following year. Finally, last year in the Annual Report of the Campus Pastor to the President of Goshen College, Harold Bauman reported, "It appears that with the changing ethos of the campus and with the increased openness for questioning and searching that there has been more uncertainty on the central purpose of SCA."

At the same time CC was continuing to explore its role and identity. During the first semester of its existence Campus Church had focused mainly on meaningful ways of worship, but during 1967-68 directed its attention toward an emphasis on its second purpose: to explore the meaning of gathering as Christians in an academic community. Efforts were made to discover the nature of the Church in an academic environment, but no clear model emerged.

Then in April of '68, the Office of Experimentation in Christian Higher Education proposed further study of the relation of CC to concern for the moral and spiritual value in student development. A request for funds to conduct such a study was submitted to the Eli Lilly Foundation and upon receipt was used to establish a seminar during the winter trimester.

Several SCA officers participated in the seminar and in response to a student interest in an SCA-CC merger, members began to work toward a model. In an SCA referendum among students and faculty, a strong majority came out in favor of the proposed merger under the name of Campus Church. CC now assumed responsibility not only for Sunday morning worship service, but also for other religious activities formerly carried on by SCA.

In March, the seminar reported their major findings and proceded to outline various models for the new CC. Out of this emerged a strong sentiment toward a "covenant congregation" focusing on two kinds of commitment: 1) a covenant for those who confess that Jesus is Lord and who are willing to commit themselves to mutual support in seeking out the implications of this confession; and 2) a covenant for those who are uncertain whether or not they want to be a Christian but who are willing to commit themselves to serious search and for regular involvement in the life of the congregation.

A second seminar in the Spring further investigated the findings of the original group, focusing on the roles of CC and attempting to discover its most effective role in helping students and faculty to a meaningful church experience and in assisting them in incorporating values which guide in life's major decisions.

A definite model emerged oriented around the covenant model presented by the first seminar. Worship services would revolve around issues in the campus community and in the personal lives of students and faculty. Task-oriented small groups and mutual helpfulness would be stressed as major elements of the new model based on a genuine concern to hold together the "inward journey" and the "outward journey" on all levels of congregational life.

The proposed model also included a plan of organization, the basic unit of which was to be the small K-groups. Three major bodies would emerge from the congregation to provide a basic structure of organization.

The Corporate Life Group, consisting of eight members, would be responsible to discern the needs of the congregation and the campus and to plan the worship services accordingly.

To carry on the function of the now-extinct SCA, the Faith and Action Group, working with Ray Bair, Director of Community Voluntary Services, would find service projects for small groups and channel issues and concerns arising out of the tasks of the groups to the congregation.

Evaluation of the program; budget; elections; coordinator of Corporate Life, and Faith and Action; communication channel between CC and the Administration; and assistance in practical ways in which to "hold together the inward journey and the outward in the life of the small groups"—these responsibilities would rest with the Coordinating Group.

The first worship service to come out of the new model was planned by an Interim Committee and presented on September 14, 1969. Sunday, October 26, elections were conducted. Officers of the Coordinating Group are: Dennis Kauffman, chairman; Kathy Bennett, secretary; Phil Bauman, treasurer; and Ruth Zehr, small group coordinator.

Dennis Kauffman is very pleased with the overwhelming response to the new CC and attributes much of its successful beginning to the opportunity it provides for identification with a defineable body, the belonging to something alive and growing and warm. He hurried to add that CC is not bound to the model as a structure. Campus Church is helping people to grow and work together. People change and so will CC if situation demands.

Membership now numbers well over 100 persons, including associate members, who join under the second covenant. CC is open to any person desiring membership. However, Dennis emphasizes, one is not obligated to join the organization to attend services or participate in service projects. Membership in Campus Church does not remove membership from a home church.

Students aid storm victims

continued from page 1

working in cooperation with a team which has been sent down by the Elkhart Voluntary Service.

The groups will quarter in an unused, modern school building which has been vacated as a result of integration difficulties. Both the Red Cross and MDS are presently set up in this school which is located in downtown Gulfport. Room and board will be provided by the Red Cross. If the Red Cross should withdraw its support, MDS has stated that it would probably provide the necessary items although this depends on the amount of MDS emergency funds available.

Mr. Delmar Stahly, Executive Coordinator of MDS, stated in a letter, "Current thinking is that MDS supplies work supervision, local transportation, room and board, while the college or the students would provide transportation to and from Mississippi, educational supervision, sheets, towels, pillows, and some tools."

The Gulfport Committee is also discussing other aspects of the project. It is considering the possibility of sending Prof. Schertz and a pilot group of four or five students to Gulfport during the week of November 10-14 in order to survey the situation and serve as a model for the future groups.

Also under discussion are the possibilities of granting academic credit to student participants and sending a group for the entire Winter Trimester. This group would function somewhat like an SST unit.

This modified SST program might offer credits in sociology, the humanities and political science. Various individuals who might aid in such a study-service program are Red Cross officials, local politicians and resource people from the University of Mississippi. A long-term project such as the construction of a house might be feasible through such a program.

Bluffton College and Hesston College have also indicated an interest in sending groups of students to Gulfport. Bluffton College is considering the development of an "academic package" for those students who could engage in reconstruction tasks during Bluffton's January inter-term.

What Goshen College

Wants Today

Is

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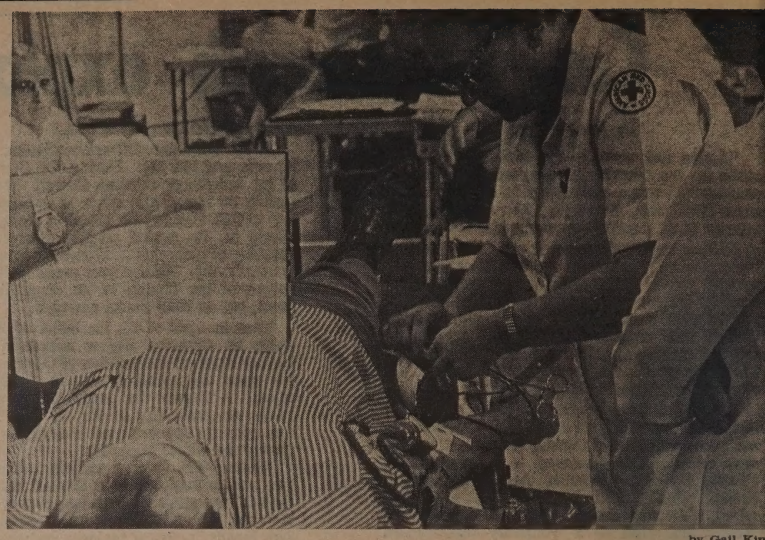
Rights commission formed

On February 5, 1969, the Goshen College Community Government formally established a Human Rights Commission, the function of which is to discover, examine, and cope with prejudice and discrimination affecting GC community members. However, it was not until this fall that the Senate executive committee appointed the HRC members. They are: Everett Ersery, Renee Cook, Shirley Leichty, Sally Landis, Professor J. Howard Kauffman, and Professor Vernon Schertz.

According to Professor Schertz, commission chairman, the HRC will mainly attempt to serve as a "sounding board" for questions and problems of discrimination that arise at GC. To perform this function, the commission plans to establish regular meetings in which GC community members may express their concerns. Responsive action taken by the HRC, according to Schertz, will be mainly serving as intermediary between the parties involved in any incident where it is questionable that a person's human rights have been violated. Any problems of great magnitude will probably be referred to the Judicial Board for action.

The Human Rights Commission will also work with clubs which involve minority groups, such as the Afro-American Club and will examine discrimination in the wider Goshen community that effects GC.

In May 1968, not long after the death of Martin Luther King, GCCG accepted a statement of position concerning human rights. From this statement followed the proposal for establishment of the Human Rights Commission, submitted by 1968-69 senators Renee Cook, Dan Shaeffer and Atlee Beechy. According to Professor Shertz the HRC was proposed not only from an abstract concern over human rights, but also because there have been actual incidents reported of discrimination towards some GC community members. Some of these incidents have allegedly involved racial discrimination in finding housing in the Goshen community, and discriminatory attitudes on the GC campus.



by Gail Kin

Blood drive

The Red Cross blood drive at GC Oct. 30 set a new Goshen com munity record of 230 pints of donated blood. The previous recor was 130 pints. Extra beds were brought in to accommodate th large number of student donors, although many still had to wait i line. Yoder 3rd north had the highest percentage, 71%, of resident who gave. All the blood donated will be used in Elkhart County most of it at Goshen General Hospital.

GC Board of Ed to meet

On November 14 and 15, the Mennonite Board of Education will have its annual meeting on the Goshen College campus.

Scheduled for consideration at these annual meetings are reports from the various Mennonite campuses and education-related agencies. Some long-range projections developed in the past year at Hesston College and a report from the Mennonite Study Commission on Church Organization will also be discussed at this particular meeting.

Of special interest to Goshen faculty members and students will be a Friday evening session on "Education, Our Common Life, and the Other Half of the World." In a series of vignettes on "Education and the Campus Community," "Education and the Covenant Community," and "Education and the Other Half of the World," several Board members, students, and faculty members will present some incidents and personal experiences.

Tom Harley will report at first hand on some of the experiences of last year's "Standards of Life" study. Ruth Yoder and Dr. Carl Keener, a Board member, will tell of campus church and small-group experiences at GC and Penn State, respectively. A student and faculty participant will also comment on personal experiences in Study-Service Terms.

After these presentations, Richard Yordy, who until this past summer was chairman of the Goshen Board of Overseers, will initiate the open-discussion part of the Friday evening program by asking "What Can We Learn From These Experiences For Education in the Future?" Peter B. Wiebe, pastor at Hesston and vice-president of the Board of Education, will lead the discussion.

One of the important current projects of the Board is a study of the church's philosophy of education. Only preliminary reporting on the study will be available for this meeting, but it is already apparent that the study is finding a new emphasis on the relationship between education, on one hand, and mission and service, on the other. The Goshen Study-Service Term, which was enthusiastically supported (with applause in a business session!) by the Board in April 1967, is a pilot venture in this direction and is of interest to Board of Education members as they consider possible directions for the future.

Apart from the relatively small amount of the meeting time spent in executive sessions, the business sessions are open to faculty members and students. Other visitors are also invited to attend.

The Mennonite Board of Education consists of one or two representatives from each of the Mennonite district conferences and representatives from several church agencies and from the alumni associations of Goshen and Hesston.

The Board of Education has held its annual meetings on the campuses of the various Mennonite educational institutions and in Mennonite communities in different parts of the country. The last meeting of the Board at Goshen was in 1966.

The Hesston and Goshen Boards of Overseers will be meeting at Goshen next Thursday, the day before the annual Board of Education sessions.

Recent grads join overseers

The Mennonite Board of Education announced today the election of two recent graduates of Goshen College to membership on the GC Board of Overseers.

Henry D. Landes, a 1968 graduate, is currently director of Letcher County Family Services, an agency founded by MCC for work with low-income mountain families in Kentucky. Landes is also unit leader of the MCC voluntary service unit in that area. While a student at GC, Landes was president of the Peace Society and member of the Convocation Committee.

Albert Zehr, who received his B.A. in 1962 and his B.D. from Goshen Biblical Seminary in 1965, is youth secretary in the Western Ontario Conference, pastor of the Steinman Mennonite Church, and teacher and dean at Rockway Mennonite School.

Landes and Zehr have been appointed by the Executive Board of the Mennonite Board of Education to fill the unexpired terms of Richard Yordy and Nelson Kauffman, who were elected to membership on the new Goshen Seminary Board of Overseers by the Board of Education this past summer.

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ROBERT BRUCE

Mullet on Sports

by Bob Mullet

The annual controversy on post-season athletics got underway arly this year, with the continued success of the soccer team mak-ng an invitation almost a certainty.

To pass judgment on the way this controversy has been handled n the past or is being handled requires a thorough knowledge of 1) the history and current goals and/or philosophy of our athletic epartment (2) the practical ramifications of such a move which ould include budgetary considerations, academic conflicts, rela-ionship with the constiutency and prospective athletes, increased ressure for excellence (i.e. scholarships) and (3) the various per-onalities involved. Obviously anything less than omniscience is ot enough.

What follows is strictly observation and personal prejudice. I would divide the problem into two facets—philosophy and racticality.

Philosophically speaking, I think PSA are a natural and logical xtension of inter-school competition.

In my mind, from the moment the first Maple Leaf donned his hort pants (scandal!) and went out to do battle with representatives f another school, our people have been saying, "We see value in ompeting with other schools. We think the competition, the contact ith other people and institutions, the possibilities for greater de-elopment of skill, the nurturing of school pride or spirit, the making of a name' for GC whereby other prospective students may e attracted to our institution—all these have value both to the in-itution and the individuals, participating and non-participating.

We recognize that there may be negative factors—undue pres-ure placed upon the school, coaches and players, emphasis being laced on the wrong aspects of competition and practical consider-tions involving expenses and academic conflicts, but we feel that he positive factors more than compensate for these negatives."

Assuming this interpretation is basically correct, the only logi-al conclusion I can reach is that PSA are within an already ac-epted philosophy or policy of the institution. There is no reason hat the negatives should increase disproportionately to the attri-utes just because the particular contest happens to be taking lace after the regular season.

As a pragmatist, I would tend to put more weight on practical onsiderations and will frankly admit that, practically speaking, I ould find many post-season athletics unacceptable.

Sending our ski-jumping team to Helsinki is obviously out of the uestion, although if the international championships were being eld at Mt. Wawasee, I could see it. Sending the cheerleaders to ink Creek, Arkansas, for the National Hog-Calling Championships ight be borderline but were the contest held in the Chicago stock-ards, it would be different.

Seriously, I think a pretty good set of practical criteria have ready been established for regular season games, and any PSA hich come close to fitting these criteria should be included auto-atically. Any cases where these criteria are violated would neces-tate a subjective judgment weighing the (supposedly) greater alue of the PSA against the greater cost.

As the time of this writing the athletic department was reported again have the problem under consideration. One must admire eir willingness to continue looking at the problem even though the onclusion is not always palatable.

To put the thing in perspective, not too many years ago the Ohio ate faculty voted against allowing their team to go to the Rose owl, and even now the Big Ten thinks every other year is enough. ven a radical such as I would not expect to go to every post-sea-n contest every year (face it, we're not that good), but why must always be the "other" year?

by Gail King

Mills vs. the Beard

Larry Miller attempts to drive past a Spring Arbor defender in the Homecoming game of Oct. 25. Dan Shenk drove in the winning goal for GC, making the final score 1-0. Nov. 1, the Leafs won their final game of the season, whipping Bluffton 5-2. The Leafs' season record closed at 8 wins, 3 ties, and 0 defeats.

GC functions as Ball State extension

by Sylvia Shirk

Since the Spring trimester of 1969, GC has been functioning as an extension of Ball State University graduate studies.

A course in audio-visual education, under Prof. J. F. Swartzendruber, is presently being offered to graduate students in the Elkhart - Goshen area and to a limited number of GC undergraduates.

The program, in which students are registered with and receive credit from Ball State, involves mainly local teachers working toward graduate degrees. Several GC students have also been permitted to enroll for undergraduate credit.

The first course, Investigations in Arithmetic, offered in the Spring of 1967 by Prof. Mary K. Nafziger, was termed a success by Ball State personnel who studied the program. The present class has an enrollment of nearly 40 students, twice the number anticipated.

Future courses offered in the program are to include language arts and special education.

Prof. S. L. Yoder of the Education Department stated that courses in sociology, history, and the sciences also may be offered.

Formerly, a similar program was offered on the GC campus, but not under Goshen sponsorship. Under the present agreement, GC provides both the faculities and the teaching staff for the courses.

This program is the first of its kind to be offered at GC, and was termed by Prof. Yoder a very successful beginning.

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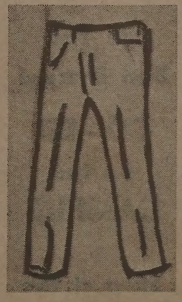


THE SIMON CO.

Meyer brainstorms in higher education

by Sara Eby

"My work is in brainstorming in what Mennonites can be doing in education," stated the tall earnest man across the desk.

Dr. Albert J. Meyer presently spends three quarters of his time working for the Mennonite Board of Education in the capacity of Executive Secretary and Director of Educational Development. The other quarter is spent as a research professor in physics, mostly in connection with the new GC Turner Lab project.

Dr. Meyer also finds time to work as a member of the Campus Church Interim Committee, the Mennonite Student Services Committee and the Mennonite Committee on Peace and Social Concerns, and to serve as a coordinator on the Committee on Liberal Arts Education of the North Central Association of Colleges and Secondary Schools.

Dr. Meyer first came to Goshen College as a student in 1946. After graduating in 1950, he entered Princeton University and received his Masters degree in physics in 1952. 1953-54 found him in Switzerland studying at the University of Basel. Receiving his doctorate from Princeton in the fall of 1954, Dr. Meyer again traveled to Europe, this time with Mrs. Meyer, to work for MCC and to do research in physics at the University of Basel.

In 1958 Dr. Meyer arrived back at GC in the capacity of physics professor. Under a five-year leave of absence in 1961, he assumed the position of academic dean at Bethel College in Newton, Kansas.

Returning from Bethel in 1966, Meyer undertook a study project sponsored by the Student Services Committee, the Mennonite Board of Education and Goshen College. Aware that the number of Mennonite students on university campuses was on the rise and that the church was doing very little to enhance the educational experience of these students, the question was posed as to whether a Goshen College branch could be established on a large university campus.

With SST in the process of initiation, "Goshen College in Haiti" and "Goshen College in Costa Rica" were spoken of as offering the student educational experiences not available on the GC campus. Would a "Goshen College" at a nearby large university provide the student with still other experiences that would be of value?

In light of these questions, Dr. Meyer made studies of a number of universities at which the idea of "sub-colleges" was in use. Included were Conrad Grebel College, a Mennonite College at the University of Waterloo in Ontario and the English universities of Oxford and Cambridge as well as numerous universities in California and elsewhere throughout the U.S.

In the course of this study, Dr. Meyer assisted in the establishment of the "Messiah College Campus at Temple University" in Philadelphia. This venture, the first of its kind in the States, now includes nineteen residential students, three faculty and two teaching fellows and is expected to expand to a three hundred student capacity.

Because of his studies, Meyer was asked to deliver a paper at a meeting on Black education this past August. On this occasion he proposed that the idea of a sub-college, or residential college, offers unique possibilities in the Black situation.

Concerning Black students, he observes, "They don't want to disappear in the great American melting pot without a ripple—they feel they have something to say, something that needs to be heard in white America." Establishment of Black residential colleges would allow for involvement with the American academic mainstream and at the same time allow Black students to study their heritage, maintain their identity and dignity and make the distinctive contribution they want to make to our American culture.

Meyer's study was not designed to focus on possibilities for the existing Mennonite colleges, but he was asked at the outset to communicate any ideas that might contribute to colleges like Goshen.

Meyer outlined several proposals for Goshen College. That which aroused the greatest immediate interest was for the restructuring of GC into three smaller residential colleges.

Each small college would structure its own general education curriculum and graduation requirements and would have its own focus. Each would have a semi-autonomous faculty-student community. By way of example, he proposed, "We could have a college on 'The Past and Future of Man,' and another on 'The City.' We could have a third with its general education program oriented around 'Our International Responsibilities in an Age of Science and Technology.' "

This would allow one college to emphasize an historical time-line approach while another followed a problem-solving approach. Each college would have its own provost (an academically-oriented sub-president) and a dean to assist him. Each would have its own student-faculty academic affairs committee and any other committee essential to its internal governance.

Last year's Student Seminar on General Education found the advantage of this new proposed structure to be a way of "maximizing student-faculty participation in governance and of creating the flexibility of structure needed for creative experimentation."

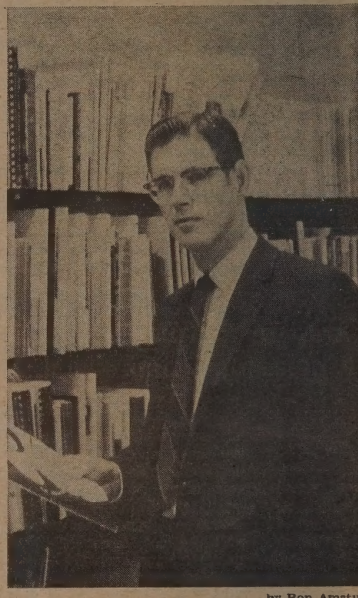
Meyer himself states, "The whole point would be to provide for college-sized ('human-scale') groups of students and faculty members that would work intensively with each other in the structuring and governing of their educational programs." Closer personal relationships between students and faculty would be formed.

Meyer also noted that a structure like this would allow for unlimited enrollment expansion and yet would maintain a sense of community—instead of adding students to an undifferentiated mass, new colleges would be formed.

However these colleges would not be totally separated from each other. Commonly shared facilities would include the gym, the library, the science labs and classrooms. Other activities, such as intercollegiate sports, student teaching and most courses in major fields would be approached also from an all-campus stance.

Dr. Meyer noted that the residential colleg proposal is not being worked on at the momen because the Committee on the Future of the Co lege has not been active (due to the pressure other activities such as the introduction of th SST program), and because the administration in a time of transition.

However, he did state, "The residential colleg matter will presumably be taken up as soon a other considerations make this possible in th next year or two." An "experiment in living embodied in Howell House was begun this fall a a small scale pilot venture in the area of com munity living which could be experimented wit immediately without waiting for a wide-sca



by Ron Amstu

Dr. Al Meyer

plan to materialize.

Concerning his present activities and the ma work in which he has been involved during t past two years, Dr. Meyer says that "most of is spent in the kind of thing one does in admin trative work anywhere—correspondence, consult tions, committee meetings, reports."

Actually, apart from limited contacts w Mennonite secondary administrators and s dents, almost all of his time is spent in worki with the Mennonite colleges and their concern There have been lengthy visits with persons Hesston in connection with their current lon range planning process.

In the past two years, he has done staff wo with a joint Eastern Mennonite College-Gosh College-Hesston College-Board of Education gro to develop a new kind of understanding about missions and financial solicitation.

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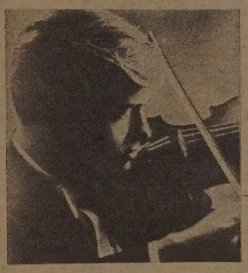
Violinist Buswell to perform here

by Jane Byler

At 8:00 p.m., Thursday, December 4, Goshen College hosts James Oliver Buswell IV in the fourth Lecture-Music presentation this year.

The twenty-two year old violinist has achieved national acclaim, having performed with most of the major orchestras of North America, including the New York Philharmonic, San Francisco, Boston, Cleveland, Cincinnati and Indianapolis. A recording with Andre Previn and the London Symphony Orchestra is due for release this season.

Buswell's musical career began at the age of three with his first piano lesson. It was not long thereafter that he began his study of the violin, and at seven years of age, he performed with Leonard Bernstein and the New York Philharmonic in a youth concert.



James Oliver Buswell IV

From here on out, there was no way but upward for the young musician. At 15 he won the Merriweather Post Competition in Washington, D.C., at which time **Washington Post** credited him with the "maturity and the technique of a veteran."

Five years later, in April of 1967, Buswell made his recital debut in New York on the Great Performers at Philharmonic Series. **Time, Newsweek, New York Times, New York Post**—they were all there, and they all raved. **Newsweek** labeled him "the prototype of a new breed of American musicians."

With his 1720 Stradivarius, L'Eveque, Buswell reincarnates any of the great concert masters—Beethoven, Brahms, Tchaikovsky, Mendelssohn, Sibelius, Stravinsky, Mozart. . ..

Born in Fort Wayne, Indiana, Buswell is presently enrolled as a full-time, Dean's List senior at Harvard University. Despite studies, he will continue to perform. (During his sophomore year, he missed 40% of his classes for concerts). This season includes a recital at the New York Metropolitan Museum of Art, an engagement with the Chamber Music Society of Lincoln Center, and a performance in the Union Auditorium at Goshen College.

The GOSHEN COLLEGE Record

VOL 71 GOSHEN COLLEGE, GOSHEN, INDIANA 46526, TUESDAY, NOVEMBER 25, 1969 NO. 5

'Vital issue' . . .

WHGA mulls abolition of dorm hours

by Carol Byler

September 1969—the beginning of a new school year. "What will be the vital issues for this new year?" questioned President Mininger.

"Abolition of women's dorm hours," replied the women.

A Women's Liberation Movement was initiated and seriously set about to formulate substantial reasons for the abolition of dorm hours. WHGA decided to push the "vital issue" farther and asked each female resident to express her opinion in a referendum. Support for the abolishing of hours was passed by a majority of 78%, and WHGA set out to form some proposals to present to the Personnel Policies Committee.

November 1969—two months later—"vital issue" still remains in WHGA. When the women governors met to discuss the issue in greater depth, they found themselves in deeper water than anticipated. Before they could ask for no hours, they had to find a solid enough solution to the dilemma of how to give women this freedom but still provide "protection."

Four proposed solutions to the "dilemma" have been formulated, but no decision has been made as to which, if any, shall be presented to the Personnel Policies Committee. The proposals follow:

1) Ladies be hired to be at each of the three doors from 1:00-5:00 a.m. to allow girls in or out as they please.

2) The three doors have locks installed and each girl be issued a key.

3) The night watchman time his rounds so as to be at each of the dorms to let girls in at a specific time at each of the three doors.

4) An individual be hired to stay at a central loction where girls could go to indicate their intention of entering a specific dorm.

Ironically enough, at present the proposals do not appear to be causing the hassle in WHGA, but the reasons. Disagreement on the reasons for abolishing hours has sent the bill back to the working committee three times for revision.

It is not to be implied that reasons are not important, for they are vital, but everyone interested in the issues happening on campus already knows the reasons. Rather, time must be alloted to establish good sound proposals; if a solid enough substitute-solution is found, the obvious reasons will be sufficiently supported to merit immediate Personnel action, and, this writer feels, approval.

Is Women's Liberation to be slowly choked by process? WHGA is still hashing over reasons. Liberation calls for action —solution.

November 27

by Don Yost

Ninety-three cousins,
Gravey Grandma,
A Steamy thick kitchen.
Corn yellow as sun,
A table eight miles wide
and two feet deep.

napalm

Ninety-three cousins,
Rosey-red air,
A Come and ready-go game.
Pile of crunch,
A mountain of squirming smiles.

Detroit

Ninety-three cousins,
Too-talk Dad,
A Come again good-bye.
Drowzy drive home,
A Quilt with fireside warm.

guilt

New Coffeehouse Open

The new coffeehouse in Coffman Hall opened Thursday night with a concert by Andy Robinson. Here are several persons' reactions to this new campus "expression area".

Jerry Stoltzfus

"I think it's a real fine thing, but it isn't big enough. I like the set-up. It's not quite the coffeehouse atmosphere yet, but it has great possibilities. I think they did a real fine job getting it in order as quickly as they did."

Marla Heindal

"It's a place for students to come to talk, to get together, to perform, to listen, to have a good time."

Patti Woodson

"I think this campus needs something like this because people don't have anywhere to go besides the snack shop."

Dr. Herb Minich

"I wish there was more stuff on the ceiling and walls, I like the raised platform with the rope railing. I hope they get candles in bottles. I think this is better than North Hall for performances. I think that at this time of year they should serve cider."

Kathy Matthews

"I like it."

Presidential committee examines candidate qualifications

by Phil Paul

The Presidential Selection Committee continued sorting candidate qualifications at meetings this month on November 8, 14 and 15.

Their work has progressed to considering individuals and evaluating their capabilities.

In connection with this more specific angle, the committee plans to initiate outside investigations to aid in determining the validity of their judgments.

President Paul Mininger has asked that his resignation be effective as of January 1 if possible, but definitely by July 1, 1970.

It is conceivable that a candidate will have been chosen by the first of the year, but it is not probable that a new president will take office before July.

Even if a candidate is selected and accepts nomination by January, circumstances such as resignation of a former job and becoming orientated to the new position will take time.

The new administrator may want to work with President Mininger for a period of time, thus incorporating a gradual change-over of presidents.

CVS provides service opportunity

by Luann Habegger

The Office of Community Voluntary Service, under the direction of Mr. Ray Bair, began its first year of operation this fall.

CVS is, according to Bair, "committed to being a resource to students, faculty and groups and to providing interests into community development." To fulfill this commitment, CVS is attempting to undergird and support service projects which have been established in the past, locate service projects in the community for small groups and individuals and provide a means through which the progress of the projects may be communicated.

This program is the product of a proposal presented to the Lilly Endowment, Inc., in May of 1968, by the Office of Experiments in Christian Higher Education. The report to the Lilly Endowment stated that "Goshen College places high value on caring, social responsibility, respect for persons, integrity and service to God and man."

However it was felt that the "full potential for value development" was not being realized at the time. A voluntary service project was proposed as being one way of teaching basic values and a sense of social responsibility. Lilly Endowment approved the experiment and allocated funds for a two-year period.

Mr. Atlee Beechy, director of the Office of Experiments in Christian Higher Education, stated that the inclusion of service opportunities in an academic institute is a response to the belief that "service and education are interwoven and should be geared to serving mankind."

Participation in a valid service experience coupled with the college's theoretical learning teach the individual to live creatively and productively. Community service has significance to higher education because it utilizes community resources, hence, enriching the college's curriculum. The college's curriculum can also enrich the community through research studies, surveys and analyses of community problems.

Bair who serves as pastor of the Belmont Mennonite Church in Elkhart in addition to his part-time duties as director of CVS, believes that a student involved in community work will learn to relate to individuals outside the ages of 18-22 and from diverse backgrounds and situations.

He commented that it is often "too easy for a student to leave college and be comfortable with his own crowd without having a significant exchange with people in general." Consequently, he cuts himself from the community and associates only with those who possess similar traits as his college friends.

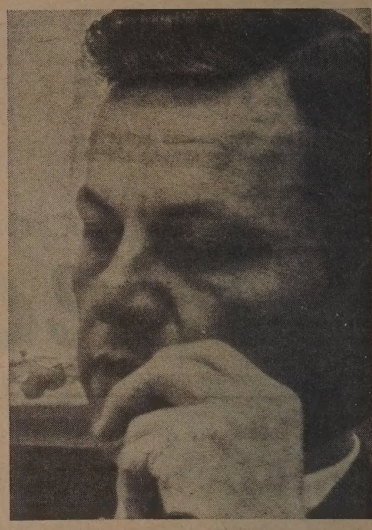
Mr. Bair has been promoting the idea of community service by informing teachers and their classes about various forms of community development that relate to their concern and would be a valuable educational experience whether on a credit or non-credit basis.

Bair is also working closely with the Faith and Action Committee which is composed of several Campus Church members. The Faith and Action Committee, like CVS, offers service projects to the whole college community and not just the members of Campus Church. Both CVS and the Faith and Action Committee see their roles as an information center while the administration of the projects themselves remain in the hands of the students.

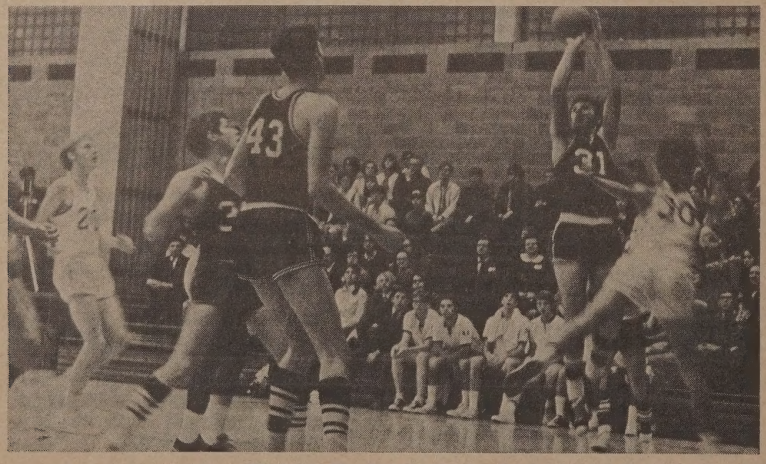
Service projects in which students are now involved include working with migrants; organizing and assisting Big Brother programs and boys' and girls' clubs, tutoring students in Goshen, Elkhart and Bashor Methodist Home for Boys, visiting residents of Greencroft Villa and the county home, supervising playground activities at Chamberlain and staying in the homes of children who attend Aux Chandelles one evening a week so that their parents may enjoy an evening of relaxation. Numerous other projects are being carried out or are being planned by Koininia groups and other students who form a gr up without the assistance of Campus Church or CVS.

Possible projects for the future which have been discussed are a study by a research team into the deficiencies in the educational system which result in a great demand for tutors, recreational direction on Saturdays at schools, participation in an adopt-a-patient program at Beatty Hospital or the Fort Wayne State Mental Hospital, involvement in the Gulfport reconstruction work and assistance in HOME, a non-profit housing organization in Elkhart which attempts to make ownership accessible for those of limited finances.

More teachers may also be incorporating service projects as part of the course work. For example, there is the possibility that the girls in a foods class might instruct local mothers in the proper preparation of foods and inform them of their nutritional value.



Ray Bair



Varsity vs JV

Freshman Tim Yoder sinks two for the varsity in the traditional inter-squad game, Nov. 7.

Print exhibit showing in art gallery

The exhibit of the Naomi Limont Prints opened Sunday afternoon, November 23, in the art gallery of the Good Library with Mrs. Limont in attendance.

The exhibit of thirty-five of Mrs. Limont's intaglios will continue until December 17. Included in the collection is a creation folio of nine prints.

Mrs. Limont has ties to the Goshen community, since her brother, Mr. Lowell Nissley, resides in Goshen. Mrs. Limont is remembered by many people for her drawings in the **Mennonite Community Cookbook** which was authorized by the Mennonite Community Association of Scottdale Pennsylvania.

Originally from Pennsylvania, Mrs. Limont graduated from the coordinated course of the Pennsylvania Academy of Fine Arts and the University of Pennsylvania in 1950. She received her M.F.A. degree in 1965 from the Tyler School of Fine Arts graduate school. Her works have been exhibited in Philadelphia, New York City and Cincinnati.

Presently, Mrs. Limont is an instructor in the graphic workshop at the Cheltenham Township Art Center. She also offers printmaking demonstrations for the Philadelphia Print Club.

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Washers Need Work

Migrant concern challenges to BE-ing

by Jane Byler

Once again the Goshen College 'silent majority' has been jarred right out of its chapel benches. This time it was tragedy personified, and an emotion-packed and shameless plea for help—spelled L-O-V-E.

In a community so overwhelmed by the pressures of the pursuit of intellectualism and the compulsion to solve somehow the world's problems, Lupe Gonzales' appeal seemed grossly inappropriate and out-of-place. But, "we're not asking anymore," the former migrant declared, "we're demanding." And so we had to listen.

The chapel speech came in a series of convocation and chapel presentations during Mission and Service Emphasis Week, November 3-6. Marjory Byler, 1969 GC graduate, now director of the Michigan Migrant Ministry, had spoken on Wednesday "On Grapes and Hates and a Color Called Brown," presenting the dilemma and needs of migrants based on her experiece with them this summer.

(Surprisingly enough, her call to 'boycott grapes' failed to stir our activist passion.)

Then Lupe Gonzoles, former migrant who forded the stream and is now a member of the Relief and Service Committee of Elkhart, brought tragedy right to us, for our see-ing—an advantage which the Biafran appeal did not have—and informed us that it's been here—in Goshen, no less—in the form of dire need, rejection and ignorance. He challenged us to act and demanded that we accept the challenge.

Either stunned or turned-off, we walked over to the snackshop and deposited some money in the box, or signed off all our meals—good disciplinary measure for losing some pounds—or brought in our unused clothing and "things."

A K-group, formed by Campus Church in the beginning of the year to work expressly with migrants in the area was taking advantage of the opportunity to initiate and motivate action among the student body.

They saw two needs: the immediate—'things'—and the other—the one Lupe demanded—love. Migrant Concern was born.

For the immediate, Migrant Concern turned to the College Community and the Goshen Community. A general fund set up for the project accumulated approximately $650 in donations, some of which was specified for Mrs. Blanco, whose husband committed suicide recently, and her 11 children.

Migrant Concern has not designated specific avenues for the use of the money, but has listed as possibilities a reserve fund for other similar emergencies, pressing needs of the camp, much-needed eye and dental care for the Blanco family and expenses that exceed the amount granted to Mrs. Blanco by government welfare.

Money refunded for the 1,450 meals skipped will also go to the Blanco family. Clothing and articles accumulated far exceeded expectations. In order to diminish the stigma of "charity" that such receiving sometimes carries, the items were taken to the camp and "rummaged." Anyone desiring to pay for the articles was encouraged to do so and the money was to be given for the Blanco family.

Contact with two local industries has provided jobs and training for those who wish to remain in the Goshen area rather than return to Texas in December. E-Z Gas Company of Goshen supplied heat for the houses in the camp and student volunteers put up for its installation.

There are 311 migrant camps in Indiana; Goshen hosts three of them—Pine Manor, Kercher's and Milford. Pine Manor, the camp with which Migrant Concern is now working, consists of 17 families. A few of them live in separate trailer-homes, but the rest inhabit a long chicken-house-dormitory with no running water and one 'ladies' room' and a 'men's room' to be shared by all.

Migrant Concern expresses some anxiety about misconceptions they feel may arise from the response to physical needs. Our big thing is not charity, they emphasize, but immediate, physical needs do exist and must be met.

The organization recognizes that as long as the need exists, the migrants will migrate. Migrant Concern seeks only to provide information and opportunity for those who wish to get out of the stream. If nothing else, they wish to cultivate healthy community attitudes.

We must see them not as migrants, not as Mexicans, but as human beings; as mothers and fathers who love their children, as girls who know what bell-bottoms are and who like them and want them, as boys who think it's 'hip' to have long hair.

That is what Lupe was asking for. Migrant Concern has tried to answer that call too. A tutoring program is being established in conjunction with the Waterford School which most of the children attend. The K-group also plans Sunday evening activities which take the children from the atmosphere of the camp for a few hours of recreational activity.

The K-group consists of: Kitty Davidhizer, Jan Knox, Rene Cook, Robbin Mester, Rachel Buckwalter, Thelma Yoder, Dan Greaser, Delmar Hooley, Tom Graham, Frank Kandel, Linda Kandel and Jim Yoder.

The most of us have softened the jar and eased the conscience in giving, guilty of that 'turn-on—turn-off sympathy gag that vanishes' with a lack of concern for the individual.

Either we are too busy wallowing in our own self-despair, or we obsess ourselves with the desire to SHOW the world our identification with and sympathy for the masses, or to DEMONSTRATE our thirst for peace—the 'burden of civilization' that is our's.

Maybe it's about time to start BE-ing and GIVE-ing for a change. Or are we too weak?

Have a good recipe?

The Home Economics Club is assembling a Goshen College cookbook. The recipes are to be collected from GC students, faculty and staff. Deadline for submitting recipes is mid-January. The book will appear this spring trimester and will be sold for one dollar in the bookstore. Send your recipes to Lucy Yoder, campus mail.

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Goshen College editorial page

The Record

March was worthwhile

I went to Washington because I wanted to participate in a massive plea for the immediate withdrawal of U.S. troops from Vietnam. I went with the hope that the greater the visible support for this action, the more inclined the government and public would be to reconsider the present war policy.

The experience of the Washington trip was quite extraordinary, because 800,000 strange people were participants in a rare example of group unity which they showed spontaneously for two days. Gentle seriousness; cooperation; order, excepting several small clashes between police and extremists; and friendliness were everywhere visible. Particularly on Saturday, the marchers were diverse in almost every way—political affiliation, occupation, age, religion and appearance—but differences were forgotten and the commonness was elevated. We were complete strangers, united because we all wanted the same thing. Experiencing this emotional unity, knowing that 800,000 other people genuinely support and agree with each other in peace efforts often scorned by people back home, made the march worthwhile.

However, my experience in Washington produced a despair and frustration in me that I hadn't known before. I question the good of the march to anyone except the participants, those who experienced emotional unity and support for the peace struggle ahead. And the question arose. Would the march further polarize the right and the left?

As long as the government is adament about its policies and is certain that the silent majority is supportive, then our vocal minority hasn't a chance for success. Apparently nothing can be done by a minority to change the power structure, at least not through marching. And therefore this march may be a turning point after which peaceful expression changes to violent reaction. What we do now is wait hopefully, for a little while at least.

—Ann Burkholder

Abnormal psyc offered at Westville

During the spring trimester of 1970 Goshen College will offer Abnormal Psychology, 3 hours, as an extension class taught by Prof. Chet Peachy at the Beatty Hospital at Westville. Members of the class would accept full-time employment as aides or orderlies at the hospital. The hospital will provide a three or four week period of orientation for these employees. Students will be paid a salary of $400 per month, except those employed in the maximum security wards who will receive $440 per month. The students will room at Beatty for $10 per month and meals eaten in the cafeteria there may be purchased for 50c each. Class meetings will be confined to the period covered by the spring trimester (April 27 to July 31) but students returning to GC in the fall will be free to continue their employment during August if they chose to do so.

The maximum number of students who can be accomodated is 15. Both men and women may apply. However, only men 21 years of age or over may be accepted for work in the maximum security wards.

The cost of the three hours of academic credit will be the same as the tuition for a course taken on campus, $45.

Students wishing to register for this course should contact Mrs. Doris Shenk in the Dean's Office.

'Keep off the grass' . . .

Wandering students create blemish on grassy plaza landscape

by Phil Bender

When poet Robert Frost came to the two roads that "diverged in a yellow wood," he had to decide between two routes of travel.

Likewise, when GC students travel from the post office to their dorms, they have to ask themselves, "How should I go today? Through the plaza and past the library, or around the plaza and down the sidewalk?"

Frost, sensing adventure, elected to take "the one less traveled by."

But some GC students are more adventurous and indeed, more creative than Frost; rather than choosing one of the two well-worn pathways skirting the plaza's great grassy noll, they plunge straight through the wilderness of the plaza grass to the sidewalk beyond.

This remarkable similarity (and discrepancy) between GC students and Robert Frost was pointed out by Senator Ernie Frey at the Senate meeting of November 12.

Frey, representing the Physical Plant Department, expressed his concern over dorm-bound students cutting across the plaza grass rather than making the more circuitous route through the plaza or along the sidewalk.

This practice of trailblazing, said Frey, has worn an ugly scar into the plush plaza grass and threatens to kill the grass if continued.

He requested Senate's assistance in examining the situation, and Senate agreed to appoint two students to work with the Physical Plant Department in solving the problem.

Physical Plant Director Kenneth King, whose job is to fix things up when students put their feet in the wrong place, believes that most students recognize the beauty of the plaza grass and wish to "keep it that way."

Although he admits that "it's human nature" to deviate from the beaten path, he believes that most students would realize the damaging effect of their wanderlust through the plaza "if they

During the growing season, King says, the plaza grass can absorb such trampling; but now, with the grass dormant, wear appears, and a real muddle could be made if students continue to walk across through the snow.

So what can be done about the problem?

One solution, according to King, would be to erect a hedge at the edge of the plaza. But he recognizes that this would probably be futile, as "some would jump it."

Another might be to place signs around the plaza proclaiming, "Ouch, Your Feet Are Killing Me!" King is considering trying this approach in hopes that more coercive measures will not be necessary.

So Senate has become involved in an issue even more intimately concerned with students than their right to wear beards—where they can put their feet.

And it's the old problem of the individual versus the group all over again—does one have the freedom to walk where he wants, even if it means spotty grass, or should he confine his travels to cement ribbons to preserve campus beauty that all can enjoy?

The problem is of no little significance; for if enough students insist on cutting across the plaza, they could create a barren sport similar to the wasteland between the Ad and Science buildings—perhaps the most protruding blemish in the campus landscape.

Robert Frost chose his particular route "because it was grassy and wanted wear."

Today, and tomorrow and the next day GC students must decide whether to follow Frost across the luring grassy plateau of the plaza or stick to the impersonal and roundabout sidewalks.

For Frost, his decision "made all the difference."

And, as far as campus beauty is concerned, the decisions of GC students could make a great

'One fainting robin'

by Dan Kauffman

Editor's Note: Dan Kauffman and his wife, Jan, 1969 GC gra uates are presently in VS in Whitesburg, Kentucky.

(The scene is Sunday evening church. The returned-missio ary slide show is just about to begin.)

Good evening, folks. I am glad to be back in a country whe Jesus can be talked about freely and it's good to be back in true church fellowship. The first slide shows my wife and r boarding the plane to fly south to witness to the natives. This p ture is symbolic of the new venture we were about to undertak (Click.)

This next slide is a collage showing us setting up our hous hold and ingratiating ourselves with the natives. (Click.) Th picture shows us with a friend down there that we helped. Wi an assistance loan from us he was able to enlarge his Mart house so it could house 32 birds instead of just 16. Our friend no holds his head high and can be proud of his manhood. (Clic Click. The projector jams and a long wait ensues.)

There, I think it's fixed again. This transparency illustrat the emotional trauma that we went through because of all th suffering we observed. Fortunately the suffering is not our fau but rather is due to the people's stupid ways and to the corru public servants. We couldn't change it if we wanted to. I gue this is symbolic of the cross which Christians must be conte to bear. (Click.)

This picture indicates the rewards we get from helping oth people. It often builds our ego and sometimes even makes it po sible for these people to come to depend on us. (Click.)

And finally this last sunset picture symbolizes the end of o service to those other people and the end of the evening progra I will be happy to give didactic answers to all questions. I'll be the anteroom at the rear of the sanctuary.

Of course the above is farcical but for many young Me nonites this type of thing has some truth. Some would charg that the above is the only kind of mentality that a service-orient person can have. They say, "Because others have blown it wh they tried to be of service and since I can't really be sure of m motives, I will not do anything."

The charge is that there can be no real change in the huma condition and any aid offered is only offered because of the se inflation that the offerer receives from it.

This charge, while containing elements of truth, quickly d generates into the non-constructive cop-out. It becomes a mor myopia that allows us to do nothing because we say we will b tainted by institutionalized racism, the power structure, etc. we attempt anything constructive.

We somehow convince ourselves that if the reactionary el ments of society hate us we are doing something worthwhile. I because of our last action, the American Legion has called u sons of bitches, we are a success.

I am chagrined when I think of what happened after tryin to pass out anti-ABM leaflets in front of the Goshen communit churches last Easter. Afterwards we came together as a grou and joyfully congratulated ourselves on the way we had bee rejected by people who were supposed to be Christians. We laughe because other Christians got mad when we tried to speak for more peaceful way.

It strikes me that if one's sense of self worth comes from th sort of non-accomplishing non-doing you could get along wi Emily Dickinson who thought her life would be worth while if sh could "help one fainting robin."

In our passion for confrontation and power analysis, we hav lost the capacity to feel for the individual. We see ourselves a others as only part of the mass. I can feel compassion for mass of black people chained in the ghetto or feel rage towards a sy tem that grinds the Appalachian coal miner's life into a steri struggle for survival.

However, this collective compassion cannot be sustained n can it have meaning unless it is able to offer people who are fles rather than statistics of oppression, alternatives. John Alderid points out, in a reactionary piece in October Harpers, "Compa sion felt for large masses of people who cannot be engaged as i dividuals must soon ossify into a mere stance of pious feeling."

It seems to me that concern for the individual must be a ke stone of the Christian life. A concern that we have tended to forg because of our commitments to our generation.

GC joins athletic conference

Goshen College has joined the Mid-Central, an athletic conference. The conference presently contains 6 other Indiana small colleges of comparable enrollment to GC.

In addition to GC, the conference is made up of Concordia Senior College, Indiana Institute of Technology, Saint Francis College, Grace College, Huntington College and Tri-State College.

Active for several years, t conference conducts athlet contests in soccer, tennis, ba ketball, track, baseball and go

GC will begin participating conference games beginni September 1970. All of t schools in the conference a currently scheduled for Goshen 1969-70 basketball season, a all have been played by GC previous years.

The Goshen College Record

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Maple Leafs drop tough opener, 85-81

by Dan Shenk

It was a bad trip all right. In the first place, Kankakee, Illinois, home of Olivet Nazarene College, is located some 150 miles from Goshen. Secondly, the game happened to be Olivet's "home-coming" with the most boisterous assemblage of Nazarenes you ever saw regularly raising the roof. And, finally, to make matters worse, GC lost the contest, 85-81.

The Maple Leafs got off to a good start, leading 23-14 late in the first of the four 10-minute quarters. After early substitute, Charlie Steiner connected on a jumper for Goshen's 23rd point; the guy seated behind me observed, "They got so many guys that can hit. . ."

This comment apparently jinxed the Leafs because their shooting immediately went cold, permitting the hosts to pick up 10 straight points—and the lead, 24-23. Not wishing so simple a hex to spell defeat, Goshen rallied to a 32-27 margin and eventually took a less-than-satisfactory 42-39 lead into the dressing room at halftime.

In the second half, Olivet's "three big bulls on the boards" (according to the pre-game terminology of GC Coach Fred Litwiller) began "asserting themselves." By this I mean they more-or-less "waded" in through several Goshen defenders, slopped up a shot and invariably got fouled in the process.

This sort of maneuver proved to be a declining factor of the game as Olivet scored 10 more points from the charity stripe than did Goshen—31 of 44 versus 21 of 27.

Midway through the third quarter the Leafs led 55-48, but were quickly tied at 58-all. The game see-sawed the rest of the way, with ties again at 64 and 72. Whenever Olivet tied or moved ahead, the home fans were so glad they cheered.

With about 2:45 left in the game, Olivet pulled out to a 78-74 lead. But Moe Miller, who was tough in every department—8-8 from the foul line, about 25 rebounds and 7-15 from the field—sank three straight foul shots (thanks to a one-and-one situation, plus a "technical") to bring Goshen to within a digit, 78-77, with about 1:35 remaining.

Three foul shots, however, were not enough. . .especially when the Leafs had a chance to tie it up with 15 seconds left, only to have the referee indicate "traveling" on a Goshen player who seemingly was tripped. This gave the ball and the game to Olivet.

Post-game consensus among Goshen players and fans indicated there were three basic deterrents to a GC victory: 1) The Leafs' shooting was definitely "off" (35% from the field); 2) the referees were somewhat myopic; and 3) according to Roger Springer in particular and others in general, "We couldn't get the momentum going."

Moe Miller led the Goshen offense with 22 tallies, followed by Charlie Steiner and Roger Springer with 12 each, Bob Zuercher with 11 and Lyle Gaff with 10, Ken Pletcher, who got into early foul trouble, sat out most of the first half and wound up with eight points. For the opposition, Neal and Pasko shared honors with 16 points each, while Windere and Schmalfeldt contributed 13 and 11, respectively.

After speaking with several Goshen players the day after the game I've become aware of a second consensus of opinion: the team anticipates February 24 when Olivet visits Goshen for a rematch. No one came right out and said it, but it seems that in the sporting sense, non-resistance may take a back seat that night.

Mullet on Sports

by Bob Mullet

"Goshen College has been accepted as a member in the Mid-central Conference and will be participating next year in the following sports: soccer, basketball, tennis, track, golf and baseball."

This rather terse announcement ushers in what should be a new era in inter-school competition at Goshen. The most obvious advantage is a greater flexibility in scheduling which should give the athletic director fewer gray hairs and the fans more home games, closer to an equitable 50-50 split.

There are other less obvious advantages—accumulation of glittering conference trophies, development of friendly (hopefully) inter-school rivalries, bolstering of interest in some of the minor sports and a general stability and sense of belonging.

There is of course a danger in this permanency—if teams in the conference are not equally matched, one team will either win or be stomped continuously neither of the which is too much fun (although pragmatically speaking the former seems more appealing than the latter)

Fortunately, a quick survey of the other members of the Mid-Central Conference (St. Francis, Indiana Tech, Concordia, Tri-State, Huntington and Grace) indicates that will not be the case.

Although I would predict reasonable success in all sports better than .500 in every sport with good chances for first in soccer, tennis and basketball), I do not think we will "dominate" to any undesirable extent.

A rather unique opportunity to combine sports and service was afforded eight members of the local chess club recently, as they traveled to Michigan City to take on the Gambiteers Chess Club of the Indiana State Prison.

It is to be hoped that their witness was more effective than their chess finesse, as they went down to a resounding 6-2 defeat. Doug Smucker and Don Klassen were the lone Leaf victors.

They plan to make the trip again, and I would personally encourage anyone interested to go along. Not only does one face top quality competition, but the "cultural shock" he experiences when the third set of steel doors clangs shut behind him is almost as good as SST.

Others on campus with unused brain power have been burning it up in an occasional marathon bridge session, with first Yoder the current center of activity.

However, rumor has it that the High Park Blue Team is still undefeated, and in fact is willing to take on any pair or combination of students or faculty—male, female or otherwise—with the exception of the Science Department, in a challenge match. See Larry Mann for details.

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'why go on?'

Washington, Nov. 15: in name of peace, we came together

by Devon Leu

Robert Lirot, Indiana!

Spec. 5? Lieutenant? Air Force? Army? Marines?.

No one knew on that morning in Washington, D.C. He was only a name snatched up in haste while several of us were attempting to catch up with the rest of the Goshen delegation.

The most important matter at hand was rapping with friends just arrived; talking about the Pentagon Mass for Peace, Fellowship of Reconciliation convention, the cold and dampness of the day, the length of the March Against Death.

But soon we began to move across the bridge, at first in silence, contemplating the action in

'He was used as a pawn by others. I cannot treat him like one in my attempts to state my personal position. He was a person, not a marine.'

which we were taking part.

Who was this man, Robert Lirot?

Was he single, or married? Did he have a family? Was he drafted against his will, quietly accepting his fate, counting the days and hours of "short" time left in 'Nam? Or had he volunteered?

Surely he had goals, aspirations, looking for, wanting to find meaning and purpose to life in his own individual way.

How was he killed—charging enemy positions? Discharging a land mine? In a 'copter accident? In a hospital of shrapnel wounds, of uncontrolled infection?

I did not know, and could not find out. Answers that do not come to questions—and then soon even the questions begin to get pushed aside.

How was the trip out by bus? We ought to get Senate gallery passes after the march. I hear that the Haynesworth nomination is being debated.

Something is missing today. Maybe it's because I cannot answer questions about the name I carry. But perhaps it is due to the immensity of the action. Thousands of people walk, carrying cards with names, statistics in a war we disapprove of, but a war about which they may have felt differently.

This happened once before, at a Memorial Day Peace Vigil. For several hours the names being read were persons. Soon they became, as on this march, statistics. Emotional attachment and meaning dissolves as if it were too much of a strain on our own psyche. We protect ourselves by categorizing and classifying, depersonalizing just as the army depersonalizes in its weekly body count.

In front of the White House already? The realization returns that I am carrying with me the name of another person. Should I shout his name out toward the White House as the marshall suggests? Somehow, it doesn't fit the occasion.

He was used as a pawn by others. I cannot treat him like one in my attempts to state my personal position. He was a person, not a marine. And so I repeat his name with deliberation, in almost inaudible sounds.

But Robert Lirot soon becomes forgotten again as a person. Should we go to the Spock rally? Let's get across the street before the light changes. Where is the moon rock exhibit?

I placed my card in the casket, remembering the name and not much else. I relegated my questions about this man to the category of the unanswerable, and therefore irrelevant.

A different atmosphere had prevailed when the march began the previous evening. Somehow the situation had transformed itself overnight. Or perhaps we had been changed.

Curiosity drew me to the Capitol that first night after the Fellowship of Reconciliation meeting. The first marchers were just now arriving. Drummers beat a continuous muted cadence and roll of mourning, of death, tattooing a different pattern of impressions and meanings on each person's spirit. But for each marcher it would be an experience not soon forgotten.

It was impossible merely to observe the slow-moving candles now coming in endless procession. One was forced to stay to commune and mourn, and perhaps even to suffer.

Impressions would be different in the morning. I knew that would happen. The sheer weight of numbers would bear with it the depersonalizing of the action.

But tonight one turns inward and subjects himself to an examination of his own position—having a want for suffering in order to identify with the procession of names, with the names as individuals.

Or could the personal motive be one of expiation for our own guilt, inaction, or inadequacies; of wanting to cry out the weakness of marching without becoming politically active and morally relevant; feeling united with other participants this night, yet also sensing the loneliness—wanting, searching for someone to identify with, feeling the alienation of man from man.

I was impressed later that night as several of us drove to Arlington where the march began. In a stream four miles long one could, by flickering candles, see the seriousness and tense feeling illuminated on the marchers' fac

The marshalls, most of them young peop assisting wherever necessary, were beating th hands together frequently to keep warm, or co be seen speaking with navy guards at a Depa ment of Navy building along the parade route.

The marchers too were young people for most part, many of them bearded, often wear surplus fatigues—the emerging symbol of dr for the "peace-monger."

But occasionally older persons, men and wo en, middle-aged and older, could be seen tru ing along in the early morning hours with a na and a candle.

One could not help but admire their persev ance and courage, and even commitment. Th have often been mistreated, ridiculed, or forg ten by the peace movement of the young. they still come out and march. For a time night, and in the coming march on Saturd they will be united with the young, showing t perhaps the silent majority stands instead

'It was impossible merely to observe the slow-moving candles now coming in endless procession. One was forced to stay to commune and mourn, and perhaps even to suffer.'

those favoring the end of the war.

Later, in the rally on Saturday after the m march, Pete Seeger expressed how he felt dur the March Against Death. He told of the tune kept singing as he walked along with his na in a silent memorial.

It expresses the purpose and intent of week's activities better than words which only to convey feelings and impressions.

"All we are saying, is give peace a chan All we are saying, is give peace a chance."

Boycott Christmas Buying

The GOSHEN COLLEGE Record

Armegeddon is upon us. (What else can it be?)

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GC students help rebuild Gulfport

by Luann Habeggar

Twenty-five Goshen College students traveled to Gulfport, Mississippi, this trimester to help in the restoration of a community ravaged by Camille, the hurricane which killed 128 people, completely destroyed 5,500 homes and damaged 37,000 homes.

The restoration has now reached the stage where it is possible that Red Cross workers from outside of Gulfport will be able to leave by January.

Most of the scrubbing and cleaning that had to be done immediately has been completed, and now the major project is construction.

A pilot group, under the leadership of Prof. Vernon Schertz, worked in Gulfport, November 10-14.

Mennonite Disaster Service assigned the work projects.

The students tore down two houses destroyed by the storm. The group also spent a day shingling. Another project was the removal of nails from the lumber in order to salvage it for rebuilding.

Merritt Gardner, associate professor of mathematics, directed the second group from November 24-28.

Emil Broni, a GC junior and skilled carpenter, headed the work crew. Emil worked as a carpenter in Canada five years before coming to Goshen. He now owns his own business, Eb Roofing.

Capitalizing on Emil's skill, the group spent much of the time roofing. Some students also tore down the walls and insulation in one home, put in windows and put on awning.

Rosemary Stoltzfus, a senior, stated that she enjoyed the work and the opportunity to become acquainted with students, MDS workers and other individuals they encountered.

Rosie feels that girls should not participate in the program unless they are willing and capable of doing hard labor. She also recommends participating during vacation rather than missing a week of classes for she found it difficult to catch up with the assignments and "get back in the swing of things."

Ruth Clemmer, a junior, was impressed by the cooperative spirit exhibited by the Southern people.

She related an incident where some of the students working in one home found $25 in change. When they returned the money to its owner, the man, who had lost a great deal due to the hurricane, gave the money back to the students so they could use it for gas.

Prof. Gardner commented that Gulfport is a valid learning experience for the student who is alert to the cultural differences within the United States.

However, he questioned the feasibility of establishing a SST unit in Gulfport as had been previously mentioned because after a day's work, the student is too tired to attempt academic work. Mr. Gardner stated that it is "unrealistic to expect much more than work."

Following final examinations, another group of students will be leaving for Gulfport equipped with hammers, hand saws, tri-squares and carpenter's rulers.

Dr. Robert Buschert, professor of physics; William Miller, assistant professor of physical science; Jim Martin, a GC senior; and Emil Broni will serve as supervisors. Emil hopes to organize the groups into smaller working units of 5-6 this time.

The second group will work in Gulfport December 29-January 2. Nicholas Lindsay, visiting lecturer in English; Clarence Burkholder, maintenance supervisor; and Loren Stauffer, director of staff personnel, will direct this group.

Both groups will probably be performing similar duties as the previous groups although MDS has, according to Prof. Schertz, "expanded their operational base to accomodate more diversified groups."

No plans have been finalized yet but there is a possibility that another group of students will participate in the Gulfport project next trimester.

Hunsberger, profs visit SST sites

by Jane Byler

Past. Present. Future.

Arlin Hunsberger, coordinator of SST programs, has just returned from a ten-day tour of Goshen College Abroad that included stops in Jamaica, Guadaloupe and the Dominican Republic, a possible future SST site.

S. A. Yoder, professor of English and former SST unit-leader in Jamaica, and S. D. Garber, associate professor of Bible, accompanied Hunsberger to Jamaica, the first leg of the trip.

The main purpose for this stop was to acquaint Garber, who will be leading the group in Jamaica next trimester, with officials and persons with whom he will be working.

Jamaica was closed during the fall trimester of this year, but will be opened again next trimester.

Hunsberger then continued to Guadaloupe to visit the 16-student group there.

Finally, Hunsberger visited the Dominican Republic on an exploratory basis, inquiring at the highest administrative levels about the possibility of a future Dominican SST if the need should arise.

Another site was being considered in view of the possibility of closing the Honduras unit due to political strife there. Honduras, however will be re-opened during the Spring trimester of 1970.

Hunsberger emphasized the exploratory aspect of the Dominican stop. No definite plans are being made for a unit there at this point.

Mr. Hunsberger presented his findings to the SST committee on Tuesday.

Present SST sites include Guadaloupe, Nicaragua and Costa Rica. Jamaica will be re-opened for the Winter trimester, 1970, and next Spring Germany will be added and Honduras also re-opened making a total of six groups.

Goshen College Abroad has an enrollment of 41 students this trimester.

SST Nicaragua

Barb Janssen, Debbie Diverchy, Barb Sprunger and Sherry Hoctor wait out a downpour at the Masaya market.

Harley refuses induction

Last Tuesday, December 10, Tom Harley, a 1969 GC grad and Goshen resident, refused to step forward in Chicago and be inducted into the military service.

For the past 13 months, Harley has been attempting to have his Selective Service classification changed from 1-A to 1-O. His local board refused to grant him the conscientious objector status. The board did not approve of Harley's "attitude" at the time he requested the change. Harley also is not an active member of a denominational church but he affirms a Christian belief and participates in a small worship group.

Efforts to reopen his case locally were unsuccessful as were appeals to the state and national draft boards for a reclassification.

Selective Service authorities were informed of Harley's intention well in advance and did not arrest him at the time of his refusal. He was allowed to return to Goshen, promising to remain, and will be contacted by the FBI "in a few days." Harley expects no further legal action for at least a month. He has engaged Goshen lawyer Gregory Hartzler, also a GC grad, for legal counsel. Harley hopes to be granted a 1-O classification by the courts after review of his case.

Students might pay more in '70-'71

by Phil Bender

It might cost students more money to attend GC next year.

That possibility was raised by President Paul Mininger in the Senate meeting of December 3.

According to the president, there are three reasons why fee increases are being considered at this time: (1) the need to increase faculty salaries, (2) inflation, and (3) improvements in the educational program.

At the present time, President Mininger said, salaries of GC professors average from $1,000 to $3,000 below those of professors at comparable institutions for an 11-month teaching period, and from $2,000 to $4,000 lower for nine months of work. Thus an increase in student fees would be needed to raise GC salaries closer to those at other similar colleges.

Furthermore, the rapid rate of inflation — approximately six per cent this year — has made everything from breakfast doughnuts to fire insurance more expensive.

And finally, according to the president, improvements in the GC educational program in the past few years, plus sizable increases in student aid, have placed additional burdens on the operating budget.

Although the amount of increase necessary to meet these needs is uncertain, President Mininger said, student fees might have to rise as much as $200 per year to provide sufficient operating funds.

And the President predicted that increases in each of the next three or four years might be necessary to make faculty salaries equal to the average and to provide funds for further program expansion.

Whether or not fees for next year will be increased will be decided by the Board of Overseers in January.

But even if general student fees — tuition, board, and room — rise, costs at GC will still remain lower than those at most private liberal arts colleges in the state of Indiana.

In the meantime, Senate is now faced with a number of crucial questions raised by the possibility of fee increases: Are there students who should and would like to attend GC but cannot do so because of costs?

Are there students on campus whose financial hardships would be increased by a fee hike?

Does the GC faculty have an obligation to teach with salaries generally below those of their colleagues at similar colleges?

And if the fees for next year increase, will some students be forced to drop out of school?

Becoming more involved . . .

The student as activist

Norman Kauffman, Associate Dean of Students; Adrian Powell; and Dennis Stahley discuss why the student of today is increasingly concerned with social-world problems.

Kauffman: I am asking about the issues with which college students are getting involved across the country and at Goshen College. Whereas twenty years ago students seemed to be more concerned with getting a job and fitting into society, today students are becoming aware of and concerned with larger problems, particularly with world-wide problems as serious as they are now. Why do you think students are involved as much as they are today?

Stahly: Well, I think that it's a combination of problems. There is no one thing you can point out. I think we have to look at some basic structures within a given society to see why any society has a breakdown, which I think the American society is undergoing. Whether it's the move of the family away from the home or not, the home no longer is of central importance as it has been. The economic structure where everyone in the family works together is breaking down. Families no longer have to work; one can be independent. Along with this I think we are moving into a romantic era; people becoming very idealistic, very caught up and emotional about idealistic goals which I happen to think is good. But, I think there is some distance between the implementation of the ideologies themselves. The ideas fascinate us; we're idealists. And we look at what we think things should be rather than at how we should bring about a situation involving all of the compromises and the complexities that one has to look at if one is going to bring about change.

Kauffman: What ideas do you see? That is,

Norman Kauffman

what do you see as the most important needed change?

Stahly: If we can go back to John Locke and the Social Contract which, to oversimplify, deals with the personal element between people and sublimates the individual to the social contract. And I think the thing which is desired by most young people is the feeling of brotherhood, being sort of one family. I think this is the most vivid aspect of the various demonstrations and protests. And, this is of doing something together, of being together. On the other hand, you can say that this being together is only in one's group, and that this is isolation from other groups. I think if there is going to be any ideology of togetherness, it has to include everyone. It is easy to identify with a peasant in South Vietnam who is thousands of miles away. It is so easy to condemn someone like Defense Secretary Laird, Vice-President Agnew and other people but I think if we're going to be realistic we're going to have to include these people in our relations. We're going to have to deal with them as brothers as well as the poor or the people we find it fascinating to like.

Kauffman: Adrian, you've been involved in—well, we hate to use the word activism—but, you've certainly been concerned with brotherhood which Dennis has been talking about. How do you see it?

Powell: I agree with most of what Dennis had to say. I think that the basic cause behind what we are doing is not the fact that we're idealists, but that we're realists. We are brothers and sisters of the bomb. Most of us were born the same time the bomb was born. And we're realistic and know that once the buttons have begun to be pushed, all of us will be destroyed. And, only a few buttons need to be pushed. I think we're very realistic. These are very bad times for mankind; the world can be destroyed very quickly. There are wars and rumors of wars and this cycle is increasing. I think another reason we are active is that we are brothers and sisters of television. This causes us to get our feeling of brotherhood. We get instant news; we see things when they happen. Therefore, we have a communal feeling toward the world.

Kauffman: What world conflict do you feel

Dennis Stahly

is the most dangerous?

Stahly: I don't know what to suggest. I think there are several. And, if I may go back to my statement on demonstrations and Adrian's statement about realism, I am ambivolent about demonstrations. But, not apathetic. In many cases I feel that the demonstrations are protests against the symptoms rather than the sickness. They are not dealing with what leads men to come involved in killing other men. I'm not sure how one approaches the basic problem. From a Christian perspective we say that it is sin. I think sometimes it is easier for us as Christians, or people with motivation similar to Christian motivations, to simply go out march and feel that we are really doing something. And on the other hand, I think that this is perhaps not our role—that feeling of wanting to do something and to see results. We are success-oriented. But I think God simply expects people to follow Him. He doesn't ask for success and He doesn't ask one to ask for success.

Powell: I, too, don't know what is the worst conflict, whether it is the worldwide black and white thing, the world-wide peasant revolution or whatever. They're all important because they can all get the rest of the world involved in them. I'm sorry to have to differ again with Dennis, but I think that for people who think things should be better, most of their following God is moving out into the world, moving out into demonstrations. A lot of people who demonstrate and who lead them have done a fair amount of study. And they see that asking youths to change—whether it's the American, Russian or Czechoslovakian—doesn't do the trick. Therefore, we have to put pressure, and more and more pressure on them. But it's not only that they won't change; it may even be a matter of survival.

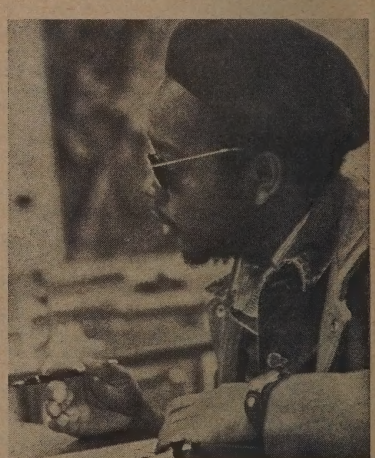
Kauffman: How do you see change as far as the black and white conflict? Is this an area where you have hope? How do you see this situation as a black brother?

Powell: Here I shall probably contradict myself. I do have hope that conflict will be resolved. But as far as the black-white conflict in the United States and the world, I think things will get a lot worse and hotter before things are resolved. Because what we have is that in the last two and three years more black people are taking a look and are seeing they have not made much progress. And, they see the structures that are keeping them in the colonies that they're in. By "colonies," I mean the economical and political colonies in Africa and the United States. And people are saying that life and liberty are vital and one must have these. Therefore, more black people are becoming militant in their attitude.

Kauffman: Dennis, you were in Nigeria at one time. What do you feel that we might do to help in the terrible situation there?

Stahly: I think there is a dilemma which comes to bear on most situations. It's the dilemma which asks should I demonstrate what I'm feeling on a personal level to my friends and my local community or should I move up to the Federal government because they can affect more change. It was the dilemma I had in Biafra—whether I should work with two or three farmers or should I talk to the Government and have the Government educate more people and then they would be re-integrated back into society. As to our relationship to Biafra, I think the Government has dragged its feet. And people are tired of war; they don't want another Vietnam. But, these are two different situations. My approach has been to write to Congress and to the President. And on a local level I've given some speeches. But there is a general feeling on my part—a great discouragement. People say that they feel for the Biafrans and they ask what they can do. And that's what you're asking me. I don't know.

Kauffman: Adrian, on the black situation—



Adrian Powell

what would you say to a white person.

Powell: I think there are several ways that white people can help in the black situation. One way is on the individualistic level, eg. babysitting for mothers who have to work or helping people to find a house. I think the individualistic way is of least importance. Other ways are more important. One way is to put pressure on the governmental powers to make the necessary changes: through writing letters; through speaking to them, if one has the opportunity; through going to public meetings; through even demonstrating. I think a second way which is very important is to be supportive help to black organizations. That is, let the black people decide what things they need to have done and help them to carry out their functions, but don't try to help them make their decisions. And a third way and the one which is of most importance is for white people to be trying to educate other white people about the historical background of American slavery and of the black man's life in this country after slavery. Well, there are four ways in which white people can relate to the Black Revolution.

After Odysseus-like wandering . . .

Carpenter-poet Lindsay finds home in GC English department

by Sara Eby

One of the many paradoxes existing on campus this year is that, as Nicholas Lindsay expressed it, "Goshen has hired a carpenter to teach English."

Lindsay is that carpenter, and this past trimester he has been teaching Comp and World Lit, conducting a non-credit seminar in creative writing, giving interpretive poetry readings and sponsoring a new literary paper entitled **The Other Wall.**

Mr. Lindsay describes his background as "a series of jobs and bossmen, and seesawing the idea of earning a living wage." He added with a smile, "To list this as a background for teaching English is a curious situation."

Born and raised in South Carolina, Nick Lindsay has spent his life, as many other builders have, in what he terms "following the whims of the weather."

Construction flourishes in an area when the ground is soft enough to dig for foundations, and each job exists only until completion. Thus, the carpenter is involved in a "pack up the tools and family, and go type of thing" as Lindsay put it.

A hydrogen bomb plant was constructed in South Carolina during 1950-54 and Lindsay considers himself a "graduate" of it.

"A lot of men stepped out from behind the handles of the plough and went to work at the bomb plant," Lindsay recalled.

He explained that this area of South Carolina was characterized by small-scale rural farming and low wages. The bomb plant offered new hope and a living wage to an area that before did not have such hope.

"God has a funny kind of mercy, sometimes a violent type of mercy," responded Lindsay to the paradox of a hydrogen bomb plant bringing hope and new life to people.

While working on the bomb plant, Nick Lindsay was also taking courses at the University of South Carolina. Revolted by the required courses which he considered to be not worth taking, he chose only the courses which he considered to be of value.

He was not interested in degrees or credentials, but in learning. However, Lindsay finally accumulated enough credits to receive a B.A. degree from the University of South Carolina.

Some time after the bomb plant was complete, Lindsay started a boat company. "A boat company that also did things like building houses and wiring buildings," Lindsay explained.

However, the boat company was closed a few years later because the Lindsays felt that pleasure boats were hurting people. "People's relationship to boats is strange," commented Lindsay.

He then continued to explain that, whereas boats knit the boat builder's family together by providing a living, they tend to bring family disaster to the purchaser. Thus, the boat company was ended.

In 1959, Hurricane Gracie hit the tiny island of Edisto, where the Lindsays lived. Being a carpenter, Lindsay was called upon to do repair work.

While working on a church roof, Lindsay was also pondering the question of what place on earth is the most Christian, possesses the deepest understanding. With Dostoevsky in mind, he decided that Russia is the place where Christianity is most troublesome and most deep.

This decision made on a South Carolina church roof mushroomed into the Lindsay's packing up and moving to Bronx, New York. There at the Columbia University, they hoped to learn Russian, and to bring it, along with deeper understanding, back to their South Carolina home.

While in New York, Lindsay learned Russian and worked with the Triple A Construction Company. He later taught Russian at Stiveson High School.

It was a difficult quest, not only in terms of labor, but also in terms of hardship.

"The sacrament, the holiness of bread is not seen until you are really hungry and bread is what you have to eat," emphasized Lindsay. He then added that his quest was worthwhile.

In 1965 the Lindsays returned home and Nick Lindsay began teaching High School there. However, he again had problems obtaining a living wage.

Discovering that Indiana University offered a government sponsored program in Russian, Nick Lindsay applied. However, he was accepted for a French program instead.

After arriving at Bloomington and becoming involved in the IU program, the Lindsays felt that the government was more concerned with changing their life style than with teaching French. The program included such features as compulsory cocktail parties at which French was not even spoken.

Dropping out of the IU program, Lindsay worked a short time first at the Dr. Pepper plant, then for an electrician. Following these two jobs, he landed a job with a family construction company which he found to be satisfying.

About this time, in May of 1969, Lindsay made an L-M appearance here at Goshen. His readings at this time included a variety of his father, Vachel Lindsay's work, plus a few works of his own. He was well received by his GC audience.

Early this fall, a vacancy appeared on the English faculty at GC. Prof. John Fisher, department head, called Lindsay to see if he would be interested in the job.

A short time later, the Lindsay family moved to Goshen from Bloomington, and the Wednesday after classes had begun, Nick Lindsay met his first class of freshmen.

Through his life, Nick Lindsay has been writing poetry. He also has been appearing on the performing stage for a number of years, and has an agent who arranges his speaking engagements.

Lindsay finds sound to be an important part of poetry. His father, Vachel Lindsay, was a pioneer in the field of oral performing of poetry, a field that has widened in recent years.

Lindsay emphasized that poetic expression should be "the expression of the total body involved as a medium. The artist is called to use the full potential of his medium." Within his own career, he feels the need to probe into what dimensions public poetry reading can assume, the possibilities of the audience-speaker situation.

Speaking of his poetry writing, Lindsay stated, "The experiment at the real catharsis in poetry is: can what took the ancients, such as Sophocles, 1000 lines to say be said in 100 lines, in 80 lines?"

In the future, Lindsay sees poetry as coming into its own as a performing art. He feels that it needs to be an aesthetic aural means of expression in its own right, separate from music.

Nicholas Lindsay's view of education is an interesting one. He questions credentials, the Ph. D., as the basis of authority.

He also questions the searching of higher institutions for what he termed a "pupil supply." He finds distasteful the process of rounding up students, pouring them into one end, stamping them with required courses, and turning them out at the other end with the necessary credentials.

With regards to GC, Nick Lindsay encouraged continuance of the search to find ways to make education meaningful, rather than merely credential.

He stated, "I find it interesting that Goshen College would be a spear-head in this area in the United States."

New board, president to oversee seminary

by Phil Paul

Two significant changes have been made this year regarding the Goshen College Biblical Seminary.

The new GC president will no longer be president of the Goshen College Biblical Seminary.

And a new board has been established to oversee Seminary operations.

The presidency from which Dr. Paul Mininger has asked resignation was actually a two-fold position. In addition to serving as head administrator of GC, he was also president of the Goshen Biblical Seminary.

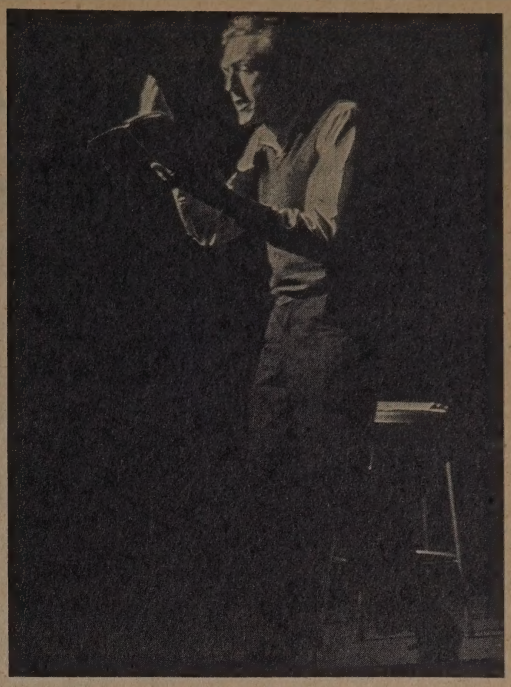
These two positions are no longer to be held by the same person.

Last year the seminary program underwent a major restructuring, which included a re-defining of purpose and a physical move to the Elkhart Seminary campus.

Upon approval of the Mennonite Board of Education, a new controlling committee—the Goshen Seminary Board of Overseers—was established.

Previously the Goshen Board of Overseers had been the ruling board for both the college and the seminary.

The new controllers will officially take office next July.



Nicholas Lindsay
"pack up tools and family and go"

Study Day committee selected

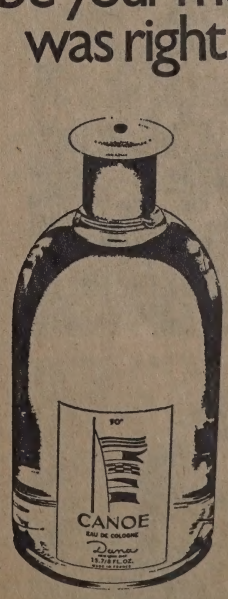
A committee has been selected to plan the All-School Study Day.

Members are Sue Hostetler, Marty Hess, Larry Miller, Gail King and Prof. Marion Wenger.

Selection was made by the Senate Executive Committee and ratified by the full Senate on December 3.

The committee will be responsible for choosing the subject, date and speakers for All-School Study Day.

If he's not worth Canoe, maybe your mother was right.



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Goshen College editorial page

The Record

A New Evaluation

Right about now, most students have concluded with varying degrees of rationalization that final exams are totally without merit. The real test now becomes how much coffee can be consumed before one hallucinates and how little sleep can be endured before one is reduced to a slavering cretin. And a few, more enlightened slaves of the academic machine, whipped on by the cruel goddess, GPA into sacrificing their individual integrity and yielding to the educational establishment, may even raise their glazed eyes from the omnipotent textbook to work out of their monosyllabic babbling enough coherence to voice the question, "Are grades worth it?"

Paul Goodman, in his book **Compulsory Mis-education** made the observation, "For most of the students, the competitive grade has come to be the essence. The naive teacher points to the beauty of the subject and the ingenuity of the research; the shrewd student asks if he is responsible for that on the final exam." Ask someone why he is studying for a test and chances are he will reply something to the effect "So I'll get a decent grade." (Don't stop reading now, I'm just getting into a complete solution to the defective educational system.)

In all my innocence and youthful idealism (plus the fact that my mind is in terminal stages of deterioration from selling out to the academic establishment and cramming like everyone else) may I ask, what is education?

Dr. Donald P. Hoyt, Director of the Office of Educational Research, Kansas State University, suggests that "traditionally, higher education is said to have three purposes: to preserve, pass on, and enrich the cultural heritage. For the undergraduate student, education focuses almost exclusively upon transmitting the cultural heritage." He continues to say, "Undergraduate grades are frequently taken, then, as a relative measure to which the cultural heritage has been successfully transmitted . . . they presumably tell how much the student knows." As such a measure, grades may be considered valid.

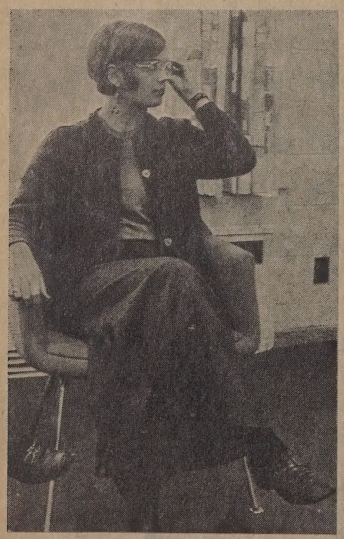
Yet in an undying effort to be relevant, I ask what sort of indicator is this measure of knowledge? (Assuming that a college education is to have some significance beyond those four years) Hoyt states, after an examination of research results, "We can safely conclude that college grades have no more than a very modest correlation with adult success no matter how defined (salary, contribution, satisfaction, etc.) Refinements in experimental methodology are extremely unlikely to alter that generalization . . ."

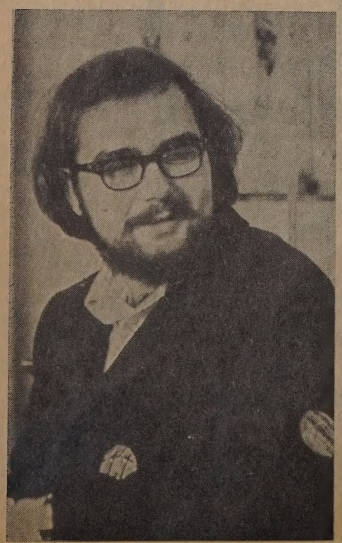
Grades are little if any indication of later success. Yet it is the GPA to which most students gear themselves while in school. Unfortunately, save for an imaginative and courageous few, most students find studying for grades necessary, for the system is structured so that the GPA largely determines what educational opportunities are available.

What is the solution? Hoyt says, "The plea is not to lower standards but to individualize them more; to encourage and stimulate personal development in whatever dimensions it is best expressed. To be concrete, it means we would be willing to 'forgive' a student his inability (or unwillingness) to master a foreign language if he manifectsted alternative signs of personal development."

GC could certainly profit from a study of its philosophy and its system of academic evaluation. The Grading and Evaluation Committee has been set up presumably to perform such a job. Unfortunately, this committee has done little up to now. It could perhaps begin by looking at pass-fail systems, evaluation based upon a broader profile than test grades and the elimination of final exams as they now exist. This committee can bring some new imagination and creativity into an admittedly inadequate part of the educational system. Hopefully it will.

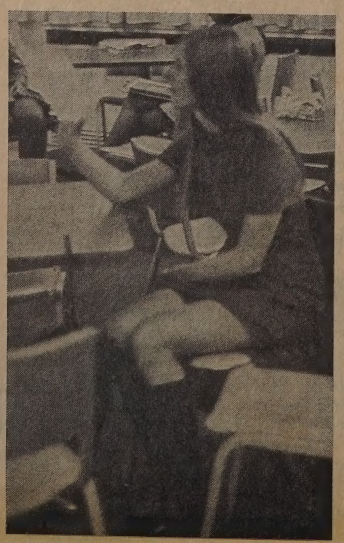
—G. K.





The Length and the beardth

In the whirlwind of social flux, minis are changing to maxis and GC is bewildered. Some sense of stability is preserved, however, in seeing our own Dave Huneryager—the same, yesterday, today, and forever.



Students survey campus suicidal tendencies

by Sylvia Shirk

Recently, several social deviancy students conducted a surv on suicide tendencies of Goshen College students.

The survey, conducted by Kathleen A. Lehman, Janie Gro and Ruth Ann Dome, included 341 students from all classes.

Its purpose was to determine how many students had co sidered or attempted suicide, their reasons and the methods th would or did use.

The sophomore class, according to the survey had the grea est number of attempted suicides. Fifty percent of the suicid considered (which totaled six) were sophomore attempts.

The other three attempts came from each of the other classe

The results correlated with authoritative sources who ca this phenomenon "sophomore slump". Among the reasons the st dents, all of whom were unmarried, gave for their attempts wer lack of meaning in life, lack of self worth and social failure.

When asked to whom they would turn for counseling, friend in most cases, ranked first, ministers second and family thir Campus counseling services ranked near the bottom of the list. O adequacy of the counseling services, 15.8% said they were ad quate, 21.8% said they were not and 58.3% said they were n certain.

In response to a question asking whether the students ha ever thought about committing suicide, the seniors had the highe percentage, 64.1%, and freshmen were lowest with 52.2%

Sophomores, however, showed the highest percentage of thos who had seriously considered suicide—69.3%—and the freshmen the lowest—15.35%.

The most commonly stated reasons were: loneliness, no lif meaning, home situation and academic pressure, in that orde according to frequency of response.

The reasons for not going through with their attempts were reconsidered, fear of death and another person's counseling.

None of the students polled reported knowing someone wh successfully attempted suicide.

Master Subversive

by Dave Toews

Time
burning each eternal moment
to ashes
then puffing even the remembrance away
into the void
Time
hoarding every laughing lip
and understanding look
into your arsenal
which you would use to tease me
to madness or despair
Time
subversive of my soul
vandal of my energies
where do you lead?
what will you make of me
when I am overthrown?
with what grave logic
do you plan the new state?
Time
think on this if you will:
You shall be gone, when I am still.

Letters . . .

We're ambassadors

I am a College Admission Representative to my church. During the four years since my retirement I've considered how to relate GC's story locally. I've come to the conclusion that I can answer questions or find the answers when they are asked, but basically GC students are the best ambassadors.

Vacation time will soon be here and students will come in contact with people far and wide. Will you listen and be ready to interpret the college's program? Your dedication and enthusiasm is contagious. As you meet parents and potential students, can you generate the response, "I want my son or daughter to have an experience similar to his"?

"No man is an island." Each of us interact with many facets of the church and world. May we be true representatives of our faith and college.

Sincerely yours,
Edith L. Herr,
Asst. Prof. Emeritus

The Goshen College Record

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GC grabs top honors at Classic

by Dan Shenk

Spurred on by an inspiring in-ury and a golden trumpet, the GC Maple Leafs grabbed first lace in the third annual Men-onite Classic Basketball Tour-ey (known as the "mcbt" to ood tongues) played over hanksgiving vacation in the Union gym. This marks the irst year the tourney has been eld in Goshen; in 1967 Tabor on it at Bluffton and last year Bethel won it at home.

With their guards leading the ay, the Leafs squeezed by Ta-or in the Friday night con-est, 66-62. The next evening, hanks to several superb indi-idual performances enmeshed n a solid team effort, Goshen ounced Bethel in the final, 85-2.

The injury referred to belongs o starting forward Moe Miller, who "wrenched" his knee early n the Tabor game. He was lost o the team for the rest of the ourney (and since surgery was ecessary, he probably won't ee action till mid-January). he cost of Miller's absence is ncalculable, as he was the eam's leading rebounder and corer; he was averaging 31-7 oints a game through three allgames, including his school-ecord splurge of 46 at Hunting-on Nov. 22. As for the trumpet, t's just say it opened to mixed eviews.

Besides Goshen, the Menno-ite colleges represented in the ourney were Bethel, Kansas; luffton, Ohio; and Tabor, Kan-as. Bethel and Bluffton were aired in the first game Friday, contest in which Bethel merged on top, 74-65, after aging a long comeback.

The nightcap, as indicated arlier, matched Goshen with abor. The Kansas visitors pos-essed a sharp passing game nd kept the Leafs off balance uch of the first half. Ken letcher picked up three per-onal fouls in a two-and-a-half inute stretch and immediately ent to the bench. In addition, ith 9:56 left, Moe Miller's nee gave out, leaving Goshen isorganized in the rebounding epartment. At intermission the eafs ignominiously trailed 36-, marking their lowest half-me point production within emory.

Eight straight GC points in the first two minutes of the second half, however, evened things up a bit as this game, like so many others, went on the see-saw. With 4:30 left Tabor led for the last time as it turned out, 56-55. From thence Goshen moved to a 59-56 margin with 2:55 remaining. Tabor, forced to foul to get the ball, unjudiciously hacked the wrong guy — Charlie Steiner. The 5'9" reserve guard promptly proceeded to score the rest of the Leafs' points by sinking seven straight free throws, thereby sealing Goshen's 66-62 win.

Both starting GC guards, Bob Zuercher and Ken Pletcher, turned in their best games of the season. Zuercher hit 14-24 from the field and 2-3 from the foul line for 30 points. And "Pletch," once off the bench, was nearly flawless with 7-9 and 3-3 shooting for 17 points. K. Fast and H. Buller led Tabor's attack with 16 and 13, respectively.

The following evening first round losers Bluffton and Tabor sought solace in the traditional consolation game. We can only hope that after winning 66-50, Bluffton felt consoled.

The final of the tourney, between Bethel and Goshen, should have been close — or at least a study of the sources of the previous three games indicated it would be. But the Maple Leafs must not have done much studying; they jumped out to a 7-0 lead and kept the pressure on. A third of the way through the game, thanks to a tenacious Goshen defense, Bethel had tallied but 12 points —to GC's 24. The halftime score was Goshen 40, Tabor 29.

The second 20 minutes of the game resembled one long crescendo — in action and noise alike — climaxing in an 85-62 Maple Leaf victory. To emphasize their achievement, several Goshen players sprinted to a paper Bethel sign, ripped it from the wall, and de-alphabetized it entirely.

Roger Springer turned in his sharpest performance of the season as he led all scorers with 28 points. From the field he shot 10-17; from the charity stripe 8-11. Lyle Gaff was second with 18 points and led both teams in rebounds by hauling down 17. Overall, "Gaffer" played probably the best game of his consistently improving career. Reports are that something "got him mad. . ." Also supporting the winning cast was Bob Zuercher with 14.

For Bethel the Ediger brothers shouldered most of their team's attack; Darrel scored 22 and Bruce 14.

Kudos to the five players who were selected to the all-tourney team. They are: Darrel Ediger (Bethel); Denney Lane (Bluffton); and Lyle Gaff, Ken Pletcher, and Bob Zuercher (Goshen).

GC Coach Fred Litwiller is generally pleased with the two tourney victories. He feels some of Goshen's Friday night play left a bit to be desired, but says his Leafs "played an excellent ballgame" Saturday night against Bethel. Litwiller, however, cautions against excessive optimism: "I feel we still have the toughest part of our schedule ahead of us," he says.

Mullet on Sports

by Bob Mullet

Goshen College has now hit the big time—their superstar has had to have a knee operation.

"You can have Namath and his $400,000 knees, or the Bear's Sayers with his gimpy joint 'cause we've got Moe Miller, who had a torn cartilage removed and will be laid up for 4-6 weeks."

I think it's unfortunate that this attitude is sometimes evidenced.

People don't stop to consider the physical pain, the hours of lying inactive in hospital beds, the problems that this must surely cause with Moe's studies and in effect, the person behind the injury.

The sole thought is sympathy, not for the injured, but for the team.

Although it's too early to tell, there would appear to be reason for optimism for Moe's basketball future and unless you're going on SST you'll probably get to see Moe in action yet this year.

It's been interesting to see how the rest of the team has responded in their playing.

For players trying to give an extra effort has made us as good a team as one with one or two stars with the rest of the team relying on them.

It's been particularly amazing to see how good Lyle Gaff can be if he can convince himself that he wants to be.

With a mind like that, it's not as easy as it sounds.

For those of you who like to indulge in extramural extrapolations, it's interesting to note Spring Arbor's success in the NAIA soccer championships.

They won the regionals and finished fourth out of 8 teams in the national finals.

Thus it's obvious that if we would have been able to go we would have gotten at least 2nd and very probably would have won it all as we beat Spring Arbor convincingly (1-0).

I have heard a few rumbles from the Senate about possible permission to participate in post-season play.

I hope it's true but seeing is believing.

However, if Notre Dame broke with a 40-year tradition and decided to go to the Cotton Bowl, it seems anything is possible.

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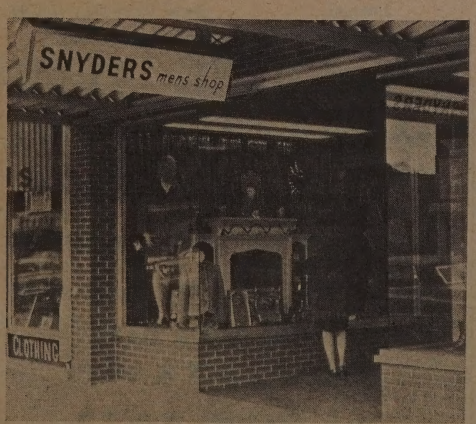

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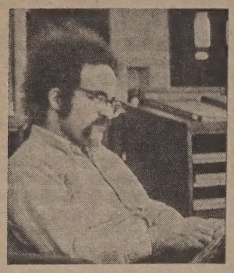
Official final exam schedule

Saturday

7:30 a.m.

Expos Writing B—Ad 07
Shakespeare—Ad 30
Teach El Sch Mus—Art 332
Marketing Mgt—Art 118
Sem: Negro/Amer—Art 109
Intro/Pol Sci—Sc 101



Meth/Soc Research—Art 219
Geology—Sc 201
Microtechnique—Sci 102
Heb. Prophets—Lib 001
Cult, Myth/Sacred—Sem E
Mat-Child Nursing—Sem C

10:00 a.m.

Weaving—Art 109
Sculpture I—M Lib
Elem Sch Art—Ku 03
Germ Conversation—Ad 21
Conducting—Art 327
Hist of W Civ—Ad 28
Ren and Ref—Ad 26
Foods: Prep/Sel—Art 118
Gen Physics—Sc 001
Chr Faith A—Sem Lib
Nrs of Adults—Sem D
Psyc Nursing—Art 209

1:00 p.b.

Princ/Sociology A, B—Ad 28
Gen Psychology—Sc 001
Mat-Child Nrs—Sem C
Pub Health Nrs—Art 209

3:00 p.m.

Intro/Fine Arts B—Ad 28
Amer Lit Survey—Ad 20
Elem French A, B—Ad 27
Intermed Spanish B—Art 209
Teach Business Ed—Ad 07
Soc Deviancy—Art 219
Gen Entomology—Sc 11(
Found of Arith—Sc 101
Electronics—Sc 001
Bible Survey: OT—Lib 001

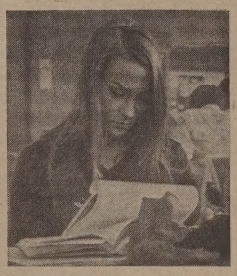
Monday

7:30 a.m.

Pub Speaking—Ad 28

10:00 a.m.

Elem Germ—Sc 101
Intermed Germ—Ad 28
Elem Span A, B, C—Sc 001
Nrs of Adults—Sem D



Psyc Nursing—Art 209

1:00 p.m.

Intro/Fine Arts A—Ad 28
Adv Mus Theory—Art 327
Am Engl/For Stud—Ad 20
Off Mach/Filing—Ad 107
Soc History of US—Ad 26
Cult Anthro—Lib 001
Embryology—Sc 202
Gen Chemistry—Sc 101
Nutrition—Art 118
Chr Faith B—Sc 201
Intro/Philosophy—Sem E

Tuesday

7:30 a.m.

Bible Survey: NT—Ad 30
Nursing I—Art 219

Pub Health Nrs—Art 209

10:00 a.m.

Comp & World Lit
Section A—Ad 28 8
Section B—Sem Lib
Section C—Ad 35
Section D—Ad 30, 36
Section E—Sem D, E
Section F—Ad 27
20th Cent Fict—Ad 27
Play Production—M Lib
Princ of Econ—Sc 101
Marr & Family—Art 118
Organic Chem—Sc 001
Modern Algebra—Sc 201
Tests/Measurements—Un 05
Jr Field Wk (11:00)—CC 14-15
Psyc Found/Educ—Lib 001
Nrs Leadership—Art 209

1:00 p.m.

French Comp—Ad 27
Rec Amer History—Ad 26
Pr of Analysis I—Sc 201
Phil of Relig—Sem E
Nursing I—Art 219
Audio visual Educ—Lib 016
Clinical Science—Sc 101

3:00 p.m.

Med/Early Mod Brit—Ad 26

7:00 p.m.

Hist of Art—Art 209
Elem School Mus—Art 331
Parl Procedures—Ad 36
Life/Teach/Christ—Sem E
Menn Thought/Contemp Issues—Sem D

Wednesday

7:30 a.m.

Shortand 11—Ad 07
Amer History—Ad 28
Afr Soc/Cultures—Art 219
Hum Anat/Phys—Sc 101

10:00 a.m.

Calculus A, B—Sc 101
Nrs of Adults—Sem D
Trends in Nrs—Art 209

1:00 p.m.

Painting II, III—Ku 05
Expos Writing A—Ad 27
Span Amer Lit—Ad 20
Music Theory—Art 327
Forms/Pub Address—Ad 36
Physical Science—Sc 001
Biology I—Sc 101

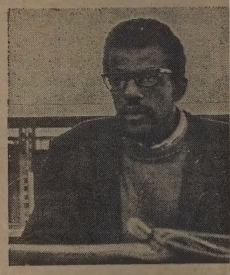
Biology IV—Sc 201
Inorg Chemistry—Sc 211
Cloth Sel/Design—Art 109
Exercise Analysis—Un 05
Prot Christianity—Sem Lib
War, Peace, Nonresist—Ad 30
Social Psychology—Lib 001
Mat-Child Nrs—Sem C

3:00 p.m.

Intermed French—Ad 27
Intermed Spanish A—Ad 28
Hist of Music—Art 331
Shorthand I—Ad 07
The Chem/P. of Life—Ac 101
Child Development—Art 118
Structures of Math—Sc 201
Abnorm Psychology—Lib 001

7:30 a.m.

Princ/Accounting—Ad 07



Thursday

History Seminar—Ad 26
Nursing I—Art 219
Nrs Seminar—Art 209

10:00 a.m.

Drawing I—Ku 05
The Study of Lit—Sem E
Tax Accounting—Ad 07
Colloq: Relig/Pol—Sc 211
Theory/Soc Org—Art 109
Football/Track—Un 05

7:00 p.m.

Business Law—Ad 21

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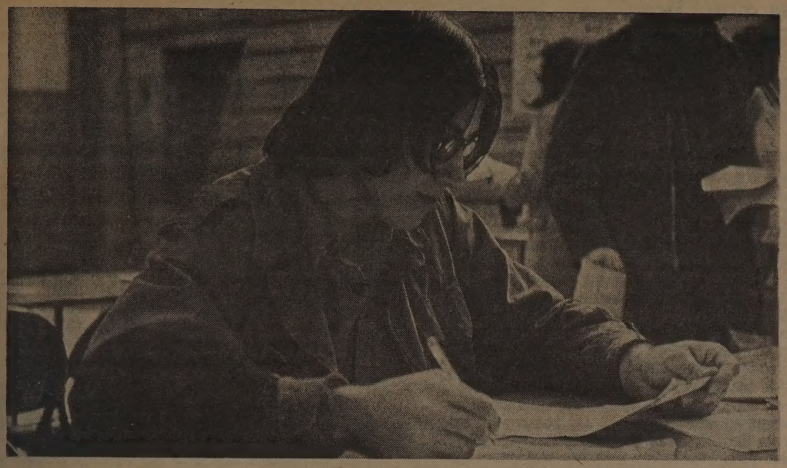

by Gail King

by Gail King

Welcome back to books—and winter!

If the prospect of returning to the books did not stimulate GC students last week the weather certainly did. In two scenes experienced by all GC students last week, Arden Smucker registers while Ann Alderfer braves an invigorating sub-zero breeze.

The GOSHEN COLLEGE Record

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GC offers experimental seminars--problem solving, personal relations

by Rhoda Shenk

Two experimental seminars, dealing in personal problem-solving and relationships with other people in our cultural setting, are being launched on campus this trimester.

The seminars are not designed for any specific type of person, but are for the principal purpose of aiding both students and faculty in self-understanding.

The two seminars are distinctly different. The first, entitled "Experience in Self-Understanding and Interpersonal Relations," deals directly on a personal level and is open for all students. This seminar meets Wednesday evenings from 7-8:30, and interaction is under the supervision of a trained psychiatrist.

The seminar is planned to help the normal, average kid grow in his ability to communicate with others.

Dr. Otto Klassen, M.D., medical director, and Donald Wismer, ACSW, group therapist at Oaklawn Psychiatric Center in Elkhart, will conduct the sessions.

The second seminar, "Growth and Integration in Contemporary Culture," is available for upperclassmen and faculty only. It can be taken for 1-2 hours of psychology credit.

The course deals specifically with growth and integration in contemporary culture and uses two major source books: **Life Against Death** by Norman O. Brown and **The Secular City** by Harvey Cox.

The seminar meets weekly on Tuesday from 3:30-5 p.m.

Mr. Hugh Hostetter, also presently employed at Oaklawn, will conduct the sessions. There will be no formal lectures.

Each person taking the course will submit a 10-15 page paper expressing one of his concerns in relation to the material designated for study.

A fee is being charged for participation in these seminars—$25 for the first and $50 for the second.

Any persons interested in joining are urged to contact Norman Kauffmann, Associate Dean of Students, by Monday, January 19, as there is still room for a few people.

Enrollment drops 73

There are 73 fewer students attending GC this trimester than last.

Fifty-six of those 73 were lost from the junior and senior classes. And for the first time men outnumber women in two SST groups.

Those were the highlights of the preliminary enrollment figures released last week by Registrar John Nyce.

Total full-time enrollment at GC this trimester stands tentatively at 1,072, compared with 1,145 last trimester.

Registrar Nyce attributes the decrease mainly to two factors: an unusually large number of December graduates, and the desire of a number of seniors to finish their course requirements in the Spring trimester.

In Nicaragua and in Guadeloupe men outnumber women—a first for SST.

Total SST enrollment this trimester is 79.

Pollution, Environment Study Day Topic

"Pollution and the Environment" has been selected as the subject of this trimester's All-School Study Day. Although the exact day has not yet been set, a date in early or mid-March is being considered. The planning committee consists of Prof. Marion Wenger, Marty Hess, Sue Hostetler, Gail King and Larry Miller.

Prof. Gingerich improves

Prof. Roman Gingerich is reported in "very satisfactory condition" and is improving steadily from a heart attack on December 27.

He is scheduled to be released from Goshen General Hospital tomorrow and will return home.

Although his activity has been limited, he has been permitted to be out of bed three times daily for one hour each.

It is uncertain when Prof. Gingerich will return to his teaching duties.

During his absence his classes will be handled by other members of the Physical Education Department. Fred Litwiller will instruct Health and Safety Education, while students Fred Yoder and Allan Kauffman are assisting with swimming classes.

Jim Styer and Prof. Ruth Gunden are teaching the Adapted Physical Education Course, and Prof. John Ingold is overseeing the senior physical education seminar.

GC seers anticipate the Seventies

by Luann Habegger

With the beginning of a new decade, individuals have attempted to predict what will happen during the '70s whether it be in politics or fashions.

Turning to the future of our own campus, the two questions posed to several "prophets" were: what do you expect to occur at Goshen College during the '70s, and what would you like to see happen.

The two major problems Pres. Paul E. Mininger foresees at GC in the '70s are the struggle against secularism and the maintenance of unity in the institution. Problems which Pres. Mininger expects to continue into the '70s are the difficulties of interpreting the purpose of the college to various publics and financing the college.

With the increase in cost due to inflation, improvements of the college and the increase of faculty salaries, Pres. Mininger believes there will be a need for an increase in the number of private gifts, a rise in tuition and a more economical means of operating the program.

Despite these difficulties, Pres. Mininger is optimistic about overcoming them although he acknowledges that this task will not be easy. He senses among students and faculty "a determination to bring into existence a kind of college with strength."

For this kind of college to evolve, Pres. Mininger sees the need for curriculum reform, more community and off-campus experiences, more independent study, a greater opportunity for students to determine their own education and a larger participation on the part of faculty and students in the governance of the college.

Dr. Carl Kreider, dean of the college, would also like to see a new program of general education develop and creative new methods of instruction evolve. Dean Kreider stated that we "haven't come to grip yet with the fact that our students have many more sources of facts than in the past." In an attempt to rectify this situation, he predicts that the number of lectures will diminish while greater emphasis will be placed upon student independence and creativity.

Dean Kreider would like to see a program develop in the United States similar to SST, although it would not be the same as SST or a substitute, in order for the students to come in contact with rural poverty and urban ghettos in the U.S.

Other facets he wants added to Goshen's program are the instruction in the use of computers and the presence of computers on campus.

Throughout the '70s, Dean Kreider hopes that GC will be able to take advantage of its smallness, which allows for greater flexibility, in order to better serve the student.

Some spokesmen have forecast the doom of the private college due to its smallness. However, Mr. J. B. Shenk, acting director of college relations and director of admissions, believes that the typical private college is usually vigorous so that it can present a unique and worthwhile program to attract students in sufficient number and quality.

GC's present momentum, created in part by such innovations as SST and Campus Church, is an indication to him that GC is meeting the challenge as well as in any period of which he is aware.

Although education is now low on the list of priorities in Washington, Mr. Shenk anticipates some major changes in the funding for education sometime in the '70s. GC may need to decide, as its need for financial support from outside sources becomes more demanding, whether and how to use money which may possibly be funded by the government.

Mr. Shenk's desire is that in the '70s GC's interaction with the Mennonite Church will be strengthened.

more on page 2

Schauder and Martin exhibit here

by Leon Sommers

The exhibit currently in the library art gallery consisting of models, photographs and renderings represents the Schauder and Martin Architectural Firm of Toledo, Ohio. The exhibit, which began on January 7 and will continue through February 1, included a personal appearance by Mr. Martin on January 9.

Three of the renderings are watercolors by Mr. Martin, reflecting his interest and skill as a painter as well as an architect. The blueprints and specification (specifying types of materials, legal responsibilities and other particulars not included in the blueprints) are included to "put the work in perspective," according to Prof. Ezra Hershberger.

Schauder and Martin, though considered rather young by their clients when they began in 1958, now are recognized as "Old Timers" in the Toledo area according to **The Blade**, a Toledo newspaper. They are also increasingly recognized in other states as well.

Robert Martin attended McPherson College in Kansas for two years where he studied art under Prof. Hershberger, who was teaching there at the time. After this he studied at the University of Cincinnati Architectural School where he met his future partner, Thomas Schauder.

Both are registered architects belonging to the American Institute of Architects. It is through the friendship of Professor Hershberger and Mr. Martin that GC is privileged to host this exhibit.

Architecture as a three dimensional art does not adapt itself to the art gallery as easily as other art forms. But with their use of models and two dimensional renderings, Schauder and Martin have achieved a balance of interpretive media, understandable to the layman. It is hoped the layman or student will also gain a greater appreciation of the tremendous amount of work and skill that goes into the design of a building.

Prof. Hershberger feels that architecture is as important as other forms of art because it too "reflects the culture of the people it represents." He also feels "the many new building materials present new problems, but they also lend the architect a greater flexibility in his work."

This proliferation of new materials makes the modern architect the most versatile of all the artists.

But with this freedom comes the responsibility to be truly reflective of the culture the artist represents. Bad architecture is like air pollution; easy to create but hard to get rid of. Schauder and Martin, as their exhibit seems to indicate, have fulfilled this responsibility to the people they represent to a high degree.

The dormitory designed for the University of Toledo appears to be one of the best examples of the fulfillment of this responsibility—not just by its size, but because of its functionality and graceful beauty. Its structural beauty is emphasized, instead of added-on ornamentation, which is one of the basics of the American ideal of functionality in architecture.

As an art, architecture affects all of us and deserves our responses to it, since it depends on us for its inspiration and support.

Talent show tomorrow night

An informal campus talent show will be held tomorrow evening at 8:30 p.m. in the gym.

The program replaces the Fontilla concert originally scheduled for that time.

According to P. Mark Smucker, Social Commission Chairman, Fontilla was unable to come to GC this weekend because her support group broke up following a concert at Purdue last Saturday. Plans are being made for Fontilla to appear on campus in late February.

The program tomorrow night will feature various individuals and groups on campus. Admission is free, and refreshments will be available.

GCCG seeks identity

by Phil Bender

It is fashionable among leaders of legislative bodies these days to bid a glad good-bye to the '60s and to chart ambitious new plans for the decade ahead.

Likewise, the prospects of a new trimester should hold wide opportunities for Goshen College Community Government to confront anew the pressing issues on campus.

But Gerald Mumaw, president of GCCG, has made no sweeping predictions for his body this trimester; for him this new trimester means a difficult search for the meaning of GCCG's role on campus.

Indeed, he believes, GCCG this trimester must discover "Who we are" before it can ask

Gerald Mumaw

"What can we do?".

President Mumaw's concern over the meaning of GCCG's role does not spring from any lack of activity by that body last trimester.

In fact, last trimester a number of significant matters occupied GCCG's attention.

Senators listened and commented upon President Paul Mininger's announcement that student fees might have to rise next year. They discussed a ruling by the Athletic Department forbidding athletes to wear facial hair.

They studied the official policy on releasing information about GC students and assisted in planning the Gulfport service project.

They considered a measure for a draft counseling center on campus, passed a recommendation for observance of the Vietnam Moratorium, approved a recommendation by President Mininger for reviewing campus discipline policies and procedures and discussed possible themes for All-School Study Day.

But this flurry of activity is deceiving, President Mumaw believes; "We were busy," he says, "but I seriously wonder how much we did."

And a closer look at GCCG's activity substantiates his concern.

During the first trimester no real piece of legislation emerged from GCCG, as most of the issues either were discussed and dropped or delegated to committees.

The proposal for discipline reform, for example, resulted only in the appointment of a Committee on Community Living, while the Athletic Department ruling was referred to that committee and has yet to reappear.

Indeed, the passage of the recommendation calling for observance of the Vietnam Moratorium in October was GCCG's only action which directly affected a large number of students.

It is this lack of substantive action by GCCG which is at the center of President Mumaw's concern and which has compelled him to question what role GCCG should play in the life of campus.

Although he recognizes the importance of thorough committee work on vital issues, he questions whether assigning issues to committees "is being responsible or not."

"Are we," he asks of GCCG, "only a referral group?"

So President Mumaw has made no grandiose plans and predictions for GCCG for this trimester. Rather, his purpose is to undertake "an increasingly conscious investigation of finding Community Government's role on campus."

And only when it comes to terms with its responsibilities and confronts the challenging campus issues, President Mumaw believes, can GCCG lead the campus in "discovering a fuller sense of community."

GCers build houses and bridges

by Jane Byler

Gulfport came. And Gulfport went.

In the coming, it was Hurricane Camille, calling to action and presenting to hearers one alternative—"Here am I. Send me."

And so it was—70 students and seven faculty and staff members to Gulfport, Mississippi, to replace shingles, scrub mud, build houses and paint from seven in the morning to six at night.

In the going, it is an experience long to be remembered. Against a backdrop of long hair, racism and bigoted leadership, young and old united to serve. Prof. Bill Miller expressed his delight with the manner in which students willingly and quietly coped with authority, going their way, doing their thing.

In terms of value gained, Matt Lind expressed a renewed sensitivity to human need. He added, "In any type of service project, I always feel I've gained more than I've contributed." He especially felt that in discussing his opinions with others with whom he worked, he gained much.

And, in an SST way, volunteers learned to know each other. Emil Broni says that since he doesn't have a chance to get to know students well on campus, he welcomed the opportunity and loved it.

After all, there was New Orleans. And a job well-done. Bridges built. Now there is Fort Wayne. Elkhart. Goshen.

GC seers anticipate the Seventies

continued from page 1

Dr. John Oyer, professor of history, stated that "the real problem Goshen College faces is in finding the correct formula, the formula that will work and make Goshen College distinctively Christian, and what it conceives of as its Christian mission in society and the church."

Prof. Oyer holds that GC must be innovative but warns against being caught up by the fad of some educational systems which innovate for the sake of innovation. One of Prof. Oyer's concerns as GC begins a new decade is the tendency among some students to emphasize social ethics while neglecting a certain personal morality.

He also remarked that with the growth of the college, accompanied by the pressures of impersonalization, we will be impelled to re-examine the meaning of community.

Mr. James R. Clemens, librarian and assistant professor of library science, hopes the trend toward bigger enrollments and more course offerings will be pegged at a certain level, although still retaining excellent instruction, in order to avoid impersonalization.

Mr. Clemens anticipates more cooperation on the part of GC with other colleges in northern Indiana and state universities as in an inter-collegiate communication network.

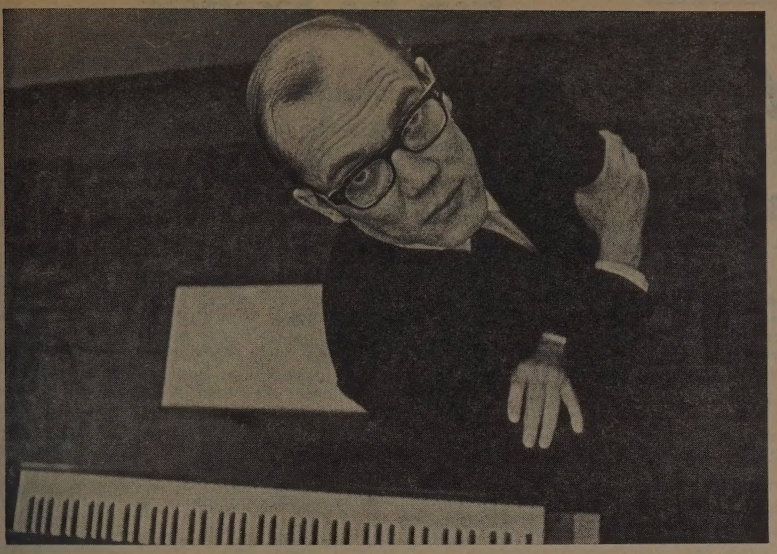
Dr. Samuel A. Yoder, professor of English, envisions Goshen College in the future as a possible chapter or unit of a university; nevertheless, this does not mean that GC will become completely secularized. Prof. Yoder predicts that education in the '70s will increasingly be on location and will utilize more visual aids such as television and films.

The Twentieth Century has been referred to by some individuals as almost entirely unpredictable. We may even see the day, as Prof. Yoder predicted with tongue-in-cheek, when SSTers will bring back moon rocks as souvenirs!

by Gail King

Music's coming

Yes, that mess in the Church-Chapel has a purpose after all. The pipe organ given to GC last year for placement in the Church-Chapel is reported to be on its way, but no one quite knows for sure where it is. So until it arrives, carpenter Mose Yoder (shown here) will continue to pound nails and students will hear speakers against the rustic background of bare boards and sawdust.



by Gail King

Summerville recital January 29

Works by Schumann, Hayden, Rachmaninoff nd Bartok will highlight a piano recital given by rof. William Summerville of the GC music de- artment at 8 p.m. Thursday, January 29, in As- mbly Hall.

According to Prof. Summerville, the recital ill be built around Schumann's "Fantasy, Opus ," in three movements. This will follow an open- g piece by Hayden, "Theme and Variations in Minor."

The second half of the recital will include four short pieces by Rachmaninoff entitled "Etudes-Tableaux." These works were performed by Prof. Summerville in recitals for his Doctor of Musical Arts Degree.

Concluding the second half will be Bartok's "Out-of-Doors Suite," a contemporary work featuring allusions to nature.

Prof. Summerville will receive his A.Mus.D. in May from the University of Michigan.

20 in reading course

Goshen College is again offering to students a four-week, non-credit course in reading strategy. The course, which began January 12 with an enrollment of 20 students, meets five days a week and is taught in small class groups by the teaching staff of Baldridge Reading and Study Skills, Greenwich, Connecticut.

The program is designed to help students cope intelligently with their reading load. A distinguishing characteristic of the course is that the individual student's own academic material is the central medium for development of the techniques.

The goal of the course is to develop a range of reading speeds and strategies suited to each student's reading material. Rather than speed for speed's sake, instruction stresses the different levels of speed and comprehension required for a variety of materials and purposes—the daily newspaper or a Physics text, reading for factual content alone, or for esthetic values.

Baldridge Reading and Study Skills, Inc., was founded in 1956 and the reading course has been offered on more than 350 campuses during the past 12 years.

Hertzler to publish article

An article entitled "The Abuse and Out-Lawing of Sanctuary for Debt in Seventeenth-Century England," written by James R. Hertzler, associate professor of history at GC, has been accepted for publication by the British-based **Historical Journal.**

Publication of the article has been scheduled for the summer or autumn of 1971.

According to Prof. Hertzler, the **Historical Journal** originates at Cambridge University, Cambridge, England, and deals with both English and European history.

The article is an outgrowth of Prof. Hertzler's doctoral dissertation, "Imprisonment for Debt during the Interregnum and Later Stuart Period."

Prof. Hertzler received his Ph. D. in 1967 from the University of Wisconsin.

This year Prof. Hertzler is serving as Assistant to the Dean, and is teaching one course, Modern Britain. Among his tasks as Dean's assistant is the editing of the new 1970-72 GC Catalog.

Gurgling and spurgling . . .

The Drain opens to self-expression

by Carol Byler

November 20, 1969—the be- nning of a new self-expression ea in the basement of Coff- an Hall, then known only as e "Coffeehouse" and opening ith the performance of Andy obinson.

1970—a new year, a new name d a new performer.

Of the suggestions entered for name for the new coffeehouse, The Drain" was suggested because of various symbolizations —the most obvious being the drain found in the middle of the room, which has been known for its gurgling and spurgling and backing.

Also in "The Drain" can be found the symbolization of a drain for frustrations.

"The Drain" was suggested by Marla Heindel.

Since the coffeehouse is a member of the Coffeehouse Circuit, outside entertainers will be brought to campus.

Fontilla was provided by this contract and appeared last night.

The largest problem encountered thus far has been the ceiling of Coffman Hall, which does not seem to resist very much noise.

Floor representatives and the head resident have met with the committee, and "The Drain" will remain in the basement of Coffman Hall.

Hopefully the ultimate benefit from this hassle will be the realization that there is a need for provision of more area for self-expression located outside of dorms.

Even though "The Drain" is known as a "Coffeehouse," its main purpose is self-expression rather than a European coffeehouse imitation.

It is hoped that in following months more students will take advantage of this and put "The Drain" to work.

There are still areas opened for interested staff help. Anyone interested in helping should contact Mary Beth Shenk or Carolyn Horst.

A poem for Record

by Marcheta Coatney

"A poem," he says,
And I said, "Yes."
Did he say for **Record?**
Yes, I heard, I heard!
So there I was with a responsibility
And not really sure of my own ability,
Wondering how, of the poets there must be in this melting pot,
It had happened that I was in this spot.
It was hard enough to write what they'd want to read,
But then too I needed a small bit of speed.
An editor tends to push you,
And he wanted this for the next issue!
So there I was with classes approaching
And a mental picture of that editor reproaching.
I thought and I searched for some real feeling;
Then panic struck and my mind was reeling.
"A poem," he says,
And I said "Yes."
And time goes by,
And I wonder why.

Reflections: Gulfport

by Hubert L. Brown

A small drift
an escape through the fog,
motionless waiting,
preparing,
thoughts beaming,
and hopes crying out,
"open for business"
the voyage started.
The passengers entrenched
in their own soiled mentality.
Destination,
birth,
and mutual judgments slid
from mind to mind.
The task,
the duty,
and the reality of cause
and purpose.
Change of dress.
exchange of ground,
knowledge developed,
the fog passed.
The sun snooping,
caught laughter propelling
redemption received,
the drifting ended.
Basic clearness,
basic newness,
and memorable information
thus emerged.

SWEET

EMBRACEABLE

YOU

Interlocking diamond wedding ensemble sets.
from $100

Sorg, Inc.
INDIANA'S Finest JEWELERS

SHOE SALE

Quality Footwear
Men's & Women's
Loafer – Wings & All
the things to make
your wardrobe complete.

Over 65 Years.

NOBLE'S

Goshen's Best

Goshen College editorial page

The Record

Recollections of vacation

Vacation is many things—two weeks without studies, cafeteria food and chapel cards. For some students vacation includes a trip to Florida, New York City or Gulfport. But for most of us, vacation means "home for the holidays."

Vacation is a time when we are surrounded by what has been labeled the "Silent Majority." However, it is becoming more apparent that members of this "Silent Majority" are speaking up.

Some are accusing college students of speaking out against society's mores, business and ethics while isolating themselves from the outside community and viewing events from an ivory tower. Others join with Vice President Agnew and tag some students "effete snobs."

But whether one is with a group of college students or members of the "Silent Majority," one senses concern and dissatisfaction, although the viewpoints among the two groups are frequently different as to society's ailment and its possible cures.

For those who have experienced direct confrontation during vacation, the outcome is dependent upon the attitudes of both "sides." The people of the United States have prided themselves in the amendment to the constitution which gives citizens freedom of speech. Nevertheless, we must always remember our duty to listen.

Too many have waited too long to speak; however, some have spoken with haste and lack of understanding and knowledge. Talk is not cheap for the choice of words may result in a broken friendship, reconciliation, war or peace.

Many of us are preparing to become teachers, nurses, researchers or social workers. How will we fit into communities like our hometown?

Vacation may be two weeks free of studies, cafeteria food and chapel cards, but it can also be a time of reassessment of one's goals and plans for the future.

L. H.

Mind's I

by Larry Augsburger

Let's be realistic about our 'Standards'

Some will say I am being realistic. Others will say I am being pessimistic and negative. I say that I'm telling it like it is when I accuse the new "Standards for the Guidance of Our Life Together" with irrelevancy.

It is not that I see anything wrong with the statement. Rather I think that Brad Boyd and Company did an excellent job in drawing it up. It is a well-written theoretical formulation of what a true Christian community of brotherhood and mutual caring should be like.

But what does that have to do with Goshen College?

Mutual respect and caring for one's brother are the exception instead of the rule at Goshen College.

Just ask Moe Hirschy who had to discard a half-finished library project and start over because someone lifted the journal he was using. Ask anyone who clears trays in the dishroom. Ask anyone who likes to go to bed before 12:30.

It will soon become obvious that the attitude of too many persons on campus is one which is diametrically opposed to that which is assumed in the standards statement.

Even those who are not opposed to the ideals set forth are found to be lacking in light of the extreme idealism which it presents. A communal housing group such as Howell House might begin to approach this, but to expect it from an entire college community is ridiculous.

Having had considerable classroom, seminar, small group, independent study and personal experience in interpersonal relationships, I realize that such a community is possible.

However, it takes much more than a standards statement written on a theoretical level to produce one. This type of thing demands a concerted effort of every member of the community, both to treat his brother with respect and love, and to develop greater self-understanding and personal competence in interpersonal relations.

We are a long way from this goal.

What bothers me is not the fact that we have the statement. I can even take the lack of brotherhood because such is quite normal for our impersonal mechanized society. (Of course we must never stop working for greater brotherhood.)

But my biggest complaint is the seeming assumption of so many people that we exist in the utopia described. Most presentations and discussions of the new statement have dealt with problems which exist in the theoretical formulation. So often nothing is said which is directly applicable to the actual problems of everyday GC life.

It is about time that we face the facts, admit our weaknesses and make an honest effort to reduce the credibility gap which exists between the statement and Goshen College.

Few respond to listening service

by Sylvia Shirk

For fifty hours during fall reading days and final examinations, Dec. 11 to 17, members of the class in Abnormal Psychology under Chester Peachy, assistant professor of nursing, provided a telephone listening service for students who may have been under stress.

As a class project the students set up the telephone service in cooperation with Norman Kauffman, associate dean of students and other GC counselors.

The design for the service was similar to that of "suicide prevention clinics" which exist often in universities.

The students planned to listen primarily, but had also at their disposal immediate counseling by the deans or available time for counseling appointments the following day.

In all, the service received fourteen calls, all anonymous, nine of which they classified as "crank." Some calls were characterized by dead silence, exaggerated moaning with giggling in the background and an outpouring of profanity.

One caller tried to identify his listener, another expressed boredom and discontent with college life, while another asked for an item of factual information.

None of the students asked to speak with the counselors.

In analysing the project, the class discussed why there were not more calls. A prominent reason may have been the lack of privacy for the student who may have wanted to share a problem. Most of the telephones in dormitories, it was noted, are located in the hallways.

A solution suggested by Norman Kauffman was to set up temporary phones in private rooms during times when such services are offered.

Another reason the service may not have been more widely used was that it was completely new to the GC community. Similar services, it was also noted, which deal more specifically with suicide prevention may have had more urgency than the problems found on the GC campus.

The students as well as Chester Peachy and Norman Kauffman felt, however, that the service was of value in releasing tensions of the callers and would be interested in making the same type of service available again in the future.

from the basement

by R.A.T.S.

Hippies, intellectuals, and the rest of us

The handbook and the catalogue do injustice to a number GC students.

Nowhere do they give an indication of how to become member of two very distinguishable groups on campus. Neithe do they give any indication of who or what these groups are.

This column then, is dedicated to these groups—the hippie and the GC intellectuals.

First the hippies, for they seem to be the more illusive grou They can be identified by their long hair and longer hair, be bottom blue jeans and vacant stares. They seem to float around o campus, occasionally nodding to straight people, even less o casionally actually speaking to straight people.

I'd really like to throw some light on the mind of the hippi how he thinks and why, but I plead ignorance. Never heard an of them speak their mind—guess maybe they think they hav a good thing going and aren't anxious to throw it around too muc

One slight caution here. It's sometimes difficult to discern wh is a hippie and who is merely an imitator. That's why I hesitate t list qualifications for becoming a hippie. For those intereste in pursuing a hippie life-style I have only one word of advice,- take your time, decide who the true hippies are and beware th pseudo-hippie!

Then there are the intellectuals. At first, it might be a litt hard to tell them from the hippies. On the outside they may loo like a hippie, then again, they may not, for intellectuals are mor free in the type of clothing they may wear.

There is, however, one distinguishing characteristic of th GC "intellectual;" it's an air of arrogance — sometimes subtl sometimes not so. They tend to hang together fairly tightly. Afte all, they already have all the answers to society's problems an know how to solve the ills of the world — who needs anyone else

They seem to think they invented all those naughty four lette words (boy, have I got news for them!) and feel that no conve sation is complete without a generous sprinkling of said four le ter words. They also tend to leave one with the impression tha they discovered sex. (Heh! Heh! Heh!)

It's a little easier to understand the mind of the GC intelle tual, for he speaks freely. Beautiful flowering phrases such as basic underlying philosophy and it's the principal of the matte

But for goodness sake, don't try to pin any intellectual dow on what he actually thinks. Any good, upstanding, respectable G intellectual must have at least 2½ hours of good, long, evasiv words and expression.

But there is one thing about the intellectuals. They are humble They don't seem to mind one bit that they stand on cracke pedestals.

Hippie or intellectual. Which do you want to be?

At random . . .

by Ann Burkholder

Involvement in problems begins now

What does one of Gosen's new images need to be?
Social orientation? Problem-solving?
I'm tired of talking about The Problems of the World.
So is everyone else.

But that means little, if anything. They're there and need im mediate attention. Our (GC Community) attention. Because they'l be "out there" intensifying, no matter how comfortably we settl into four years of college life.

Out of my personal recognition of problems comes the respon sibility for helping solve them. And I believe the total college com munity's responsibility to respond also comes out of such recogni tion.

Goshen College tells us to wait to really involve ourselves i the problems of the secular world until we graduate. (Culture fo Service). Meanwhile, we can tutor, go to Mississippi, and work through Ray Bair's office.

All these, of course, are extra-curricular activities which, oddl (?) enough, help us fall behind in classwork. Consequently, we're in a rather interesting situation, particularly if we'd like to "d something" in the area of social and environmental problems.

I'm not asking for more extra-curricular activities for the com pulsive "want-to-get-involved" or conscience-stricken people.

I'm instead asking for a joint, integrated, academic-"social" venture into problem-solving, combining the extra-curricular and the scholarly in such a way as to actively involve all students. O course each student should still be able to pursue his particular interest, primarily for reasons of sanity.

The institution needs to help us get involved in such areas as peace, poverty, race, population (family planning), pollution (pres sure on local industries). Perhaps this will entail some sacrifices i traditional education and our four year security.

A suggestion for action might be a general requirement for a course in the inter-disciplinary study of ecology. The science de partment might initiate a study of pollution in Elkhart county, with sociologists and journalists interpreting and publishing the results.

more on page 5

The Goshen College Record

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'Amazing' . . .

Grace downs Maple Leafs, 102-67

by Bob Mullet

The Maple Leafs began their 970 home basketball schedule with a match-up against Grace College here last Saturday. The Lancers took little time to make t perfectly clear to all present why they had won 12 of their ast 13 contests.

By the time the standing-oom-only crowd was comfort-bly settled, the GC'ers were already down by an incredible 5-12 margin, scoring exactly 12 points in the first 13 minutes. t was at this juncture that Bob Zuercher was lost to the Leafs with an ankle injury, although at that point it was already too late to use that as an excuse. (Even the usual scapegoat refs couldn't be blamed for this one.)

Grace rolled on to a 49-24 half-time margin and coasted in to a final 102-67, one of the soundest trouncings Goshen has received since graduating from long pants.

Lyle Gaff turned in a work-man-like job for the locals, scoring 17 points and hitting the boards well, while Charlie Steiner and Tim Miller came off the bench to score 12 points apiece. Ron Clase and Mike McCoy were high for Grace with 22 and 21 points, respectively.

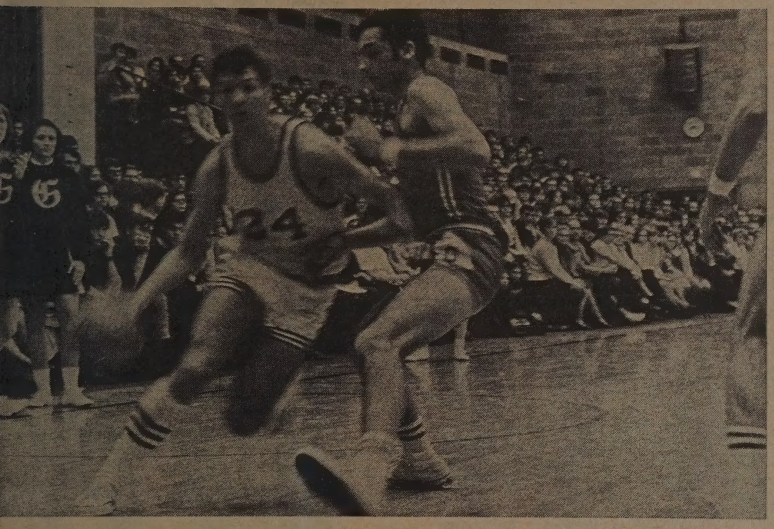
Earlier in the week the squad had made the long trip to Anderson College and managed to bring back an 87-75 victory. Both teams showed the effects of the Christmas lay-off in the first half when the Ravens inepted their way to a 39-34 advantage.

The Leafs came storming back in the second stanza using a fast-break and generally aggressive play to outscore their opponents 56 to 36 in the final 20 minutes. Lyle Gaff was again the scoring leader with 23 points, while Bob Zuercher and Roger Springer added 19 and 17 respectively.

Goshen's JV opened their 1970 season here last Saturday and although they came up with one of their best efforts to date, they just didn't have the horses to hold off the JV's of Grace College.

They were on the short end of a 49-41 halftime score, despite some hot shooting by Don Troyer (game high with 16 points), and although the Leafs hustled and scrapped through the entire second half, they just couldn't cope with the Lancer's red-hot 60% field goal percentage. Final score: 88-77.

The victory and defeat left Litwiller's Leafs with a 7-4 season record and also left them without the services of Bob Zuercher (ankle injury—indefinite time) and Moe Miller (Recovering from a knee operation, the doctor has projected February 1 as the earliest date he can return to action.).



by Gail King

There he goes

Despite Roger Springer's driving layups, the Maple Leafs fell to a blistering Grace offense, 102-67 Saturday night.

Involvement in problems begins now

continued from page 4

Students could then go out into the community enlisting the support of townspeople to pressure the common "enemy." And in the process, maybe college-community relations could be strengthened.

Under the present punishing system, no student can become satisfactorily involved in "social" work unless he sacrifices his work in school. And I don't think many of us want to give up one for the other, although unfortunately it is the former involvement that commonly suffers.

It's an unfair choice we're given, either to drop out and become truly dedicated, or stay in school and remain submerged in the security of small-town academia until we graduate.

A comforting retreat from the world this place is, and it's time to change.

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Searching for priorities in the '70s

'The decade ahead appears to be filled with monstrous problems. Yet we can enter it with a deep-seated optimism for we have life, love and people—the three most important ingredients in the stuff of happiness.'

by R. Herbert Minnich

Associate Professor of Sociology

In recent weeks most popular magazines and journals have carried articles analyzing the events of the 1960s or peering cautiously into the seventies.

Most prognostications reveal their authors to be hopelessly patterned by the past, and thus the predictions appear to be little more than variations on or extensions of the past.

Although hardly surprising, such "establishmentarian pap" is indeed discouraging. The hopes for the future are less than heartening; the envisaged horrors of the seventies are clear cut.

Perhaps the most important lesson many of us have learned from the sixties is that humans are not rational animals. A cursory examination of man's illogical and irrational inhumanity to his fellows, his destruction of land, water and air, his mindless search for more and more—of whatever he is seeking—and his determined effort to reproduce himself to death must convince most persons that man is not strongly disposed to following the dictates of reason.

When such a being is unleashed upon the innocent, weak, and powerless of our world, havoc

'The great question which faces us in the seventies is whether we will survive as free men and women.'

is sure to follow.

Our present economic system, which lacks adequate controls on human consumption or possession, assists in shoving us into the 1970s with an agenda of frightening possibilities. Only a technological-industrial-commercial system like ours could threaten the human race with extinction through such gory options as overpopulation, pollution or nuclear annihilation.

For those who practice the art of war it is a time for rejoicing. For those who seek peace, it is a time for weeping.

Who would have dreamed that the nation who stopped Hitler's Germany would take its place as the world's warmonger? Jesus' words seem especially poignant to those who weep for the sicknesses of America, "They who take the sword will perish by the sword."

The current issue of **Christian Living** asks, "Will the Mennonites survive the Seventies?" Perhaps we might ask whether they survived the sixties.

It is my opinion that they have not.

They have become innocuous bits of an affluent, uncommitted middle-class America. Does the carrot, bean, potato or celery survive in vegetable soup?

The great question which faces us in the seventies is whether we will survive as free men and women. At the moment it would appear that we will not—but miracles still happen, and I insist on being a believer!

The major threats to man's humaneness in this decade appear to be five: (1) the avaricious affluence of America's silent majority; (2) wars and rumors of wars; (3) rapid population growth and accompanying chronic hunger; (4) the increasing instability of social institutions like the family and the church, and (5) loss of norms for individual and societal behavior patterns.

These items comprise my agenda of priorities for the decade ahead (please make your own list—it will undoubtedly be better for you!).

America's shameless pursuit of comfort and pleasure, and its transformation into a society of virtuoso consumers, threatens us with the death of brotherhood.

It is being done in the name of individual freedom and the opportunity for unlimited personal achievement. It is truly amazing that Christianity has been able to survive so long in a basically anti-Christian system where a man may have as much as he can amass while thousands starve and millions go hungry.

The conversion of America into the greatest military power in the world is closely related to our lack of cultural controls on possession and consumption patterns. Our "military-industrial-commercial-academic" complex can spawn multi-billion dollar weapons systems on excuses as nebulous as hear-say threats and supposed superiorities.

Solution?

Let men study war no more and walk a mile in poor people's shoes.

The battle to save man from annihilating himself through overpopulation will be won or lost in the seventies.

At the moment it appears that it will be lost, but again, we hope for miracles.

Unless man ceases to reproduce in his traditionally irresponsible way, world famine appears to be inevitable. Indeed, the children are already born who will starve in the global catastrophe which is predicted for the underdeveloped regions of the world during the seventies.

Although America is not presently threatened with apocalyptic horsemen, it would appear that from now on any educated parent who sires or bears more than three children is extremely ir-

'The most serious problem we will need to grapple with in the seventies is the loss of valid norms for individual and societal behavior.'

responsible (to say nothing of setting a bad example). Those who have tampered with death rates must also control birth rates.

It seems quite possible that the seventies will see the demise of the institutionalized church as well as the traditional form of the family. Perhaps it is in these areas that creative Christians have their greatest opportunity to find new skins for the new wine.

Although much energy is going into finding new forms of meaningful church life, creative innovation in the form and function of the family is extremely rare.

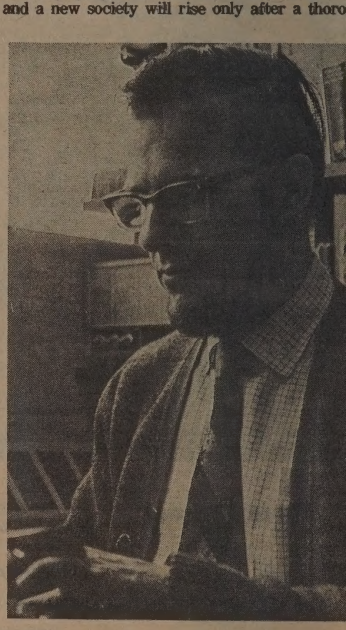
A number of stimulation suggestions have been made recently, especially by Margaret Mead, but our establishmentarian conservatism makes us almost impervious to the improvements which a change in the family's structure would permit.

Neither time nor space will permit an analysis of some hopeful variations on the traditional ily, but surely we will have to do more than the increasing incidence of divorce, illegitin and juvenile delinquency in the seventies.

The most serious problem we will need to ple with in the seventies is the loss of valid n for individual and societal behavior. With breakdown of traditional authoritarian rules regulations, we appear to be cast adrift witho working compass.

This loss of direction is reflected in the de in personal morality as well as in social stab The so-called race and poverty problems are amples of this challenge, and will require adoption of new personal and societal norms fore they can be resolved.

Many people are convinced that a new and a new society will rise only after a thoro



Prof. R. Herbert Minnich

going revolution of traditional norms. The se ties will surely see the revolution for which increasing proportion of the world's people clamoring.

Let it begin in our own hearts!

The decade ahead appears to be filled monstrous problems.

Yet we can enter it with a deep-seated mism for we have life, love and people—the t most important ingredients in the stuff of ha ness.

If we can learn how to express both our and our anger to each other in the seventies, valley of dry bones may become filled with li men and women doing their own thing for glory of man—who is the glory of God.

Beechy contributes to guidance book

"Student Needs and Guidance in College and University" is the title of a chapter written by Prof. Atlee Beechy, Acting Dean of Students at GC, for a book recently published in India.

The book is entitled **Guidance in Many Lands — Educational, Vocational, and Personal**, and was compiled and edited by S. K. Pal of the University of Allahabad.

Specialists in Canada, England, Australia, France, Italy, India, Japan and the United States contributed to the book.

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SST: 'a good trip but not without potholes'

by Phil Bedsworth

Miami, Florida, was a cold 35 degrees 7:00 a.m., Saturday, January 10, when 21 apprehensive SST'ers stepped off Lanica Flight 411; Managua was a windy 72 degrees.

Cleared through customs, we passed into the sometimes waiting arms of our Nica families (3 families were never told of our arrival). With Papa Doc's best wishes, and armed with wonderously inadequate Spanish, the weekend passed SLOWLY, as frustration surpassed humiliation.

Luckily we didn't know what we were eating, although there were rumors of cow's brain and squid. The most sobering consolations were the fiestas, giving Americans a chance to imbibe Spanish culture.

Monday brought reunion, Spanish classes and a general groaning of incredible anecdotes.

In spite of the tropical climate, relaxed studies and whole new vistas, there are also problems. Parents want to know your whereabouts all the time, leaving little margin for the Cafe Munich or the Batman Tastee Freeze.

It's o.k. to grab an elbow when you "steer" a girl across the street but the girl who holds hands in public holds open house at night.

Time is a farce and 20 minute waits for lecturers don't sit well with accutron Americans.

But what we miss most is fellowship. Not parties or dates, but just the assurance that people know what you're talking about.

Unit meetings are times to laugh, to cry and to enjoy.

(Incidentally, if you want the most exciting route to Papa Doc's, contact Thelma Yoder or her assistant Dean Rhodes.)

All in all it's a good trip, but not without potholes.

Fees to increase $250

Student fees for one full academic year will increase $250 next fall.

That decision was made by the GC Board of Overseers in their meeting January 17.

The increase will raise total student fees to $2,365 for two trimesters and one summer term. GC students currently pay $2,115 for one academic year.

To help offset the impact of the fee increase, the Board of Overseers also approved a $60,000 rise in student aid. According to Ralph Gunden, GC business manager, this additional aid will be distributed through freshman scholarships, Menno Simons scholarships, Hesston transfer scholarships, and grants.

Mr. Gunden cited inflation as the primary reason behind the Overseers' decision to raise fees. He also pointed out that additional funds are needed to raise faculty and staff salaries to the average wages paid by schools of GC's type, and that next year eight more faculty and staff members will be on sabbatical leave than this year.

Commenting on the fee increase, GC President Paul Mininger stated, "The increase in student fees for 1970-71 represents a judgment in which many have shared that this is the minimum necessary to operate a quality program. About one-half of the increase is simply to meet the effects of inflation. The remainder is necessary to meet the program goals, including some progress in the plan to bring wages and salaries gradually more nearly in line with average compensation to staff and faculty members in colleges of our type.

"The total budget also calls for increases in contributed support from all sources to the limit of what can be reasonably expected. Through a major increase in gift aid we intend to help those students upon whom the college fees place the greatest financial burden."

And Ralph Gunden added, "Although many colleges are raising fees by amounts similar to the GC increase, the administration and the Board of Overseers reluctantly decided on the $250 increase. It seemed imperative in view of all of the facts.

"The student aid budget will be increased by $60,000. This significantly lessens the impact of the fee increase on those with the more limited financial resources."

The Record
GOSHEN COLLEGE
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Opera coming

Figaro, Rosina and Almaviva (L-R), figures in Rossini's opera "The Barber of Seville," will appear on the GC campus Monday, February 9. The opera will be the seventh in this season's L-M series.

Bleak future? . . .

Continue hours discussion

by Carol Byler

"We want to be free. We want to be ourselves—people. To be respected and trusted as people. People on the level with other people. Is this too much to ask?"

The women of GC have been seeking this privilege. Part of this total request is the request for the abolition of dorm hours. WHGA finally took the situation in hand and presented a bill to Personnel Policy Committee. If passed, this bill would allow women to choose the hour they want to be in at night.

Wednesday, January 14, Personnel Policy Committee met to discuss the bill. It was the opinion of certain members that Senate is by-passed too often. Thus to give it a stronger hand on campus the bill was presented to Senate for its consideration and recommendations.

In light of this action, one might be led to say:

"Since GCCG does not waste time but acts quickly, there's really no need to worry, girls. Already they are at work thinking and checking with the constituency. Remember, this issue is only a year old."

When GCCG convened January 28, Associate Dean of Students Norm Kauffmann, Gloria Troyer, Acting Dean of Students Atlee Beachy and a representative from admissions were present. The discussion included the question of graduated hours-differentiation between freshmen and upper classmen and the reaction of parents. Any drastic action, it is claimed by some, may hurt the enrollment or the support of the college.

Upon the recommendation of Senate, the bill will again go to the Personnel Policy Committee. If passed, its next phase is faculty approval. When the faculty approves, PPC will recommend the bill to the President.

Although the future of the bill looks rather bleak, Mrs. Rosa Stone, Associate Dean of Students, hopes some form of the bill will be finalized by the end of this trimester. It is doubtful, however, that freshmen will attain equal privileges to upperclassmen.

So until the bill meets its fate, a sentiment of impatience among the girls prevails:

"We've waited a long time and have now come so close but we're yet so far away. We're only asking to be persons—equal and responsible. It takes more than no hours, but abolition of hours is one step forward. Is that too much?"

2 in 5 days . . .

L-Ms feature opera, singers

by Rhoda Shenk

In the space of five days GC's Lecture-Music Series will host its first full-scale opera, **The Barber of Seville,** and its first view of the famed Camerata Singers.

The Camerata Singers, to appear Thursday, February 5, are composed of 26 professional young people who represent a cross-section of the United States. Founded in 1960, the group is currently making its second United States tour and has chosen a widely varied musical repertory ranging from sacred to folk, and from old to contemporary selections.

Under the leadership of Abraham Kaplan, the Camerata Singers have received high critical acclaim. They are compared to the Robert Shaw Chorale (a former frequent feature at GC L-M's) which disbanded in 1967.

Prof. Al Albrecht says, "They have been billed as one of the finest tours. We have been trying to get them for several years."

The overwhelming success of the Singers can be partially attributed to their director, Abraham Kaplan, who Leonard Bernstein called a "heaven-sent maestro."

Kaplan is excited about his life. Even though it is rigorous with concerts nearly every night, he explains: "But you see, we have something to invigorate us every day. It's irreplaceable. Our audience seems to be so excited about it. That makes you want to go on."

The Camerata Singers have appeared more than 100 times with the New York Philharmonic. They have recorded many great choral works on Columbias records, among them Mr. Bernstein's **Kaddish Symphony** and **Chichester Psalms,** Haydn's **Creation** and Bach's **St. Matthew Passion.**

On Monday, February 9, the Canadian Opera Company will present Gioacchino Rossini's **The Barber of Seville,** a three-act English-speaking play, under the direction of Herman Geiger-Torel. The Canadian Opera Company is celebrating its tenth season and first full-scale tour of the United States.

The group began in 1960 by presenting **The Barber of Seville.** Since then they have added seven different operas to their repertory. Among them are **The Merry Wives of Windsor** by Nicolai, **Women Are Like That** by Mozart and **Carmen** by Bizet.

Prof. David Falk says, "The Canadian Opera Company under the leadership of Herman Geiger-Torel has had an impressive succession of successful years in bringing a high caliber of opera to a large number of cities in Canada and the United States."

On any given tour the Company consists of 20-25 artists and technicians.

An interesting facet of this professional group is their inclusion of one or two outstanding amateurs each season. By keeping the number small they run no risk of lessening the quality of their production and at the same time provide new

more on page 8

Peruvian leader to speak

An extra Lecture-Music presentation has been added to the Winter schedule—"an additional treat," according to Prof. Herb Minnich.

Thursday, February 19, Professor Fernando Belaunde Terry, former President of Peru (1963-68) will speak on "The Future of South America."

He is considered to be one of the most progressive leaders in Latin America who is dedicated to democratic methods of political and social development.

Goshen College editorial page

The Record

Hours issue by-passed

The WHGA bill to abolish women's dorm hours finally has reached the Personnel Policy Committee after a wayward and confusing passage through Sente.

Rather than providing Personnel Policy Committee with intelligent and precise suggestions for assessing the impact of dorm hours' abolition, Senate has offered only an ambiguous and unhelpful approval of the "general direction" of the bill.

This action is not only unenlightened; it also indicates a basic insensitivity to issues directly affecting the lives of GC community members.

The bill to abolish women's hours, for example, represents a request that the women of the GC community be regarded as mature and responsible individuals.

But Senate has obscured this essential issue in a maze of bureaucratic parley and procedure.

Instead of offering constructive counsel on how Personnel Policy Committee might best address the implications of the bill, Senate has concerned itself primarily with the psychological effects of freshman orientation, with the maturity of boys versus girls, and with uninformed gropings on what the impact on the constituency might be.

It has failed to meet Personnel Policy Committee's request for direction in assessing the impact of the bill, and thus, by engaging in petty and peripheral matters, has showed itself insensitive to the bill's basic bid for confidence and trust.

We regret that Personnel Policy Committee now must proceed without a clear direction from Senate. The bill to abolish women's hours has broad implications, and requires careful consideration.

But we also regret that Senate has failed to fulfill its role as a mature and responsible deliberative body. Indeed, by seeking Senate's counsel Personnel Policy Committee consciously endeavored to engage that body more intimately in issues directly affecting the lives of GC community members.

Mind's I

by Ruth Ann Dome

SST: challenge to revolution in relationships

"SST was great, but this part is hell."

So runs the comment, at one time or another, of all returned SST'ers.

It refers to the shock of once again confronting our impersonal, "productive" North American society. For those of us who have experienced them or are in the midst of their throes, these readjustment pains are real.

Somewhere behind all these cold facades, miles of academic red tape, and the hastily-spoken Idon'thavetime, we know a simpler existence.

To add to what has been said about the depth of the SST experience for any one person is almost redudant at this point—it has been said countless times.

In short, we were dipped into a culture, we absorbed new patterns of living, and we find it difficult to shed what went deeper than a glossy shellac.

We cannot comprehend fourteen weeks that taught us so much about the human dimensions of our unit leaders, that introduced us to a broader scope of GC friends, that explained to us the meaning of one-world brotherhood.

We feel propelled into a new search for the meaning and direction of our own existence and we are helpless in the face of our static situation.

A line from my own sporadically-kept SST journal says "I'm comfortable here." Comfort is not easily afforded us in US (or GC) society.

So what do we do?

We are told to readjust.

But something about those fourteen weeks defies that approach. We knew what it would be like—we have been here before; but to apply a line from James Joyce, it is, nevertheless, like ". . . experiencing a jolting series of prearranged disappointments . . ."

A haphazard cross-section of GC humanity has come to feel that to conform to the environment and let the system go unchallenged is invalid. We have discovered what we have long been lacking—the assurance that the "educated" can be students of the "ignorant" and learn in practice as well as in theory. The learning process has been projected into the realm of people.

Is not this, after all, the aim of SST—to learn from our fellow human beings?

To do this means to bring the person into the forefront of our daily considerations.

So perhaps to attempt a healthy readjustment we should apply to our peculiar problem a currently common cure-all—namely that of taking an understanding look at our community—staff, students, Goshen, the world—and giving ourselves to a revolution of reconciling relationships.

In so doing, we might even reconcile ourselves.

Letters to editor . . .

To go or not to go – that is the question

After one trimester of college, I've become convinced of a previously prejudiced opinion of mine: that anyone under the age of twenty-one should not be in college. Before I become a victim of anti-prejudicial assassination, allow me to explain.

From assessed information I have discovered that very few of the regular 17-to 18-year-old crop of freshmen entering college even know what field of study they wish to pursue; and if they do know, their limited working knowledge of their particular field of interest makes its pursuit rather hypothetical.

The span of time, when a person leaves high school until 21 is, in my opinion, a very formative period of one's life. It is during these years that a person either accepts or rejects the responsibilities of adulthood. In my opinion, for the 17-to 21-year-old students, college life only breeds irresponsibility.

My suggestion is that students graduating from high school should procure full-time employment, possibly trying several different trades or occupations, until at least age 21. By that time a person is more likely to have developed a mature, working knowledge, in the career of his or her choice.

I will go so far as to say that if our society would adhere to such a policy, most of the current collegiate issues (as so well expounded by the three articles in the Jan. 16th edition of the GC Record; "Let's be realistic about our standards," "Hippies, intellectuals, and the rest of us," and "Few respond to listening service") probably would not exist.

Since dropping out of high school and up until last September, I had been out of the "head-inflating circuit" for seven years. During this time I worked at several trades, and traveled for one year. From experience I can honestly say that those years were a non-regrettable experience. An education in itself.

One doesn't really realize or appreciate the privilege of higher education until one has to give up a good job and a marriage prospect to come back to school. So, for those who are contemplating dropping out of college, by all means, drop out. You will be doing college administration and yourself a favor.

Dropping out of school is really no sin, even if our affluent, upper middle-class, Mennonite educators condemn you to eternal deprivation. Furthermore, the sudden burst of interest in higher education amongst Mennonites is really only an expensive cover-up program, intended to show the rest of the world that we are no longer the humble, quiet people of the land.

However, if you should happen to drop out of school, and after several years of practical living you finally decide what you want in school, by all means, drop back in. I did it.

—Jim Martin

P. S.

I, Jim Martin, recently released patient from "Dropouts Anonymous" write the above article in due love and concern for my fellow freshmen classmates; not being biased in any way (except my own); bearing in mind my own fallacies; giving council and taking council, all to the betterment of our environmental conditions here at "said" institution.

from the basement . . .

by R.A.T.S.

Bring out the flags—involvement is here!

For the most used, overused, misunderstood, most meaningless word, I nominate INVOLVED (and all its derivatives). Yes sir, folks, the banners are waving, the flags are out and the plaque is engraved. There's no doubt about it—INVOLVED (and all its derivatives) has it, hands down.

Now, for the most favorite pastime, I nominate, you guessed it, INVOLVEMENT. Yes sir, folks, the banners are waving, the flag is out, etc., etc., etc.

What you're involved with and how you're involved is irrelevant. On second thought, I better retract that last statement. It is important what you're involved in. There are things to be involved in—and there are things to be involved in. Naturally, it's much much better to be involved in the first group of "things to be involved in" because that's where it's really happening. One could say if you aren't involved in the first group of "things to be involved in" you're out of it completely.

It makes no difference how many things you're involved in—just so its a lot. Whether or not you're effective is quite beside the point. Or even, whether or not you could become more effective if you were less involved.

Ah, but to become less involved is unthinkable! Think of the blow to status. There would be fewer committee meetings, less running around, less of a feeling of being "useful" or "important."

But what if EVERYone were involved in SOMEthing, instead of SOMEpeople being involved in EVERYthing?

Then maybe small groups in campus church could function effectively, members really could get to know one another, the person Christ and still have time for a service project, (goodness me, there's three activities in one involvement); and maybe Peace Society could really make an impact on campus and perhaps even on the church at large, via articles in church periodicals (but that of course would take some time and effort); who knows, maybe even the Women's Liberation Movement wouldn't have faded into the background so quickly!

More people involved in something instead of some people involved in everything could also lead to few ulcers, less nervous breakdowns and more well-adjusted human beings. But then, what are ulcers, nervous breakdowns and fragmented human beings?

28 no's make 1 yes . . .

Lindsay uncovers soul

by Lowell Miller

Yes, by Nicholas Lindsay. Copyright by author, 1967. 75c.

"But let your yea be yea, and your nay, nay." (James 5:12)

Nick Lindsay in his 1967 book of poems captures contemporary Christian procedures in his title. It takes twenty-eight no's to make one yes.

Yes.

Yes: sixty pages of religious poetry: twenty-nine poems revealing your soul. You get a paperback's paper back for seventy-five cents, yes. This is not the typical toilet-tissue pious rhymes seen in most religious publications. Lindsay is not the voice of Gabriel, but he is worth listening to.

Yes transports your church's fundamentalism through the latest migraine social swirl. It uncovers the soul, mind and darkness of inner man: born to light by encounter with a Viet Cong hand grenade. Which, of course, spreads your Christian love kind of thin but it covers more territory. You meet more life, yes.

And, yes, the world is dark. The Old Testament was dark with the holy terror of Gideon blowing four pagan kings to trumpet death. There is also the darkness of singing psalms. Let the trumpet sound, let it blare the black light of revelation to the New Testament, but kill the pagans first.

Sing to the Lord. God's laughter trembles the world. Sing to the rich, the poor and the angels. Sing to the Sears Roebuck Company. Sing to the "dark blood's pumping pulse." Sing to Deacon Ross's billy goat.

It is power, yes. Money rules your trouser pockets. Where are the poor? the rich? the people? the angels? Travel through the darkness of "whoredom within whoredom."

Lindsay captures the Christian's plight of a dark lost world. Horror, yes. Darkness, yes. Revelation shines with black light.

Yes. Salvation? Twenty-eight no's to create one yes.

Where is the form of salvation? Deacon Ross's billy goat. Clinking money bags. Salvation is a "sunshine bug" with a "jewelled green glass eye." Yes.

The Goshen College Record

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Dr. Westberg to present convo talks

by Becky Roth

February 5 and 6, Dr. Granger Westberg, professor of practical theology and director of continuing education at Hamma School of Theology at Wittenberg University, Springfield, Ohio, will present the first program in the 1969-70 Convocation Series.

The GC Division of Nursing is sponsoring Dr. Westberg, as it did in the 1962-63 series.

The convocation series will include the following programs:

Thursday, February 5, 3:40-5:00 p.m. "Radically New Forms of Theological Education," for college and seminary faculty, in Arts 109. (Tea will be served beginning at 3:30 p.m.)

At 6:00 p.m. there will be a dinner for the nursing faculty and spouses and Dr. and Mrs. Willard Krabill.

Friday, February 6, 9:00-9:30 a.m. Convocation: "Health and Healing in Our Times," in the Church Chapel. At 9:40-10:30, Dr. Westberg will present "Dealing with Dying People and Grief," also in the Church Chapel.

Dr. Westberg attended George Williams College, Augustana College, Lutheran School of Theology and the University of Chicago. After serving a pastorate in Bloomingon, Illinois, he became Chaplain of Augustana Hospital in Chicago. Here he also instituted a Clinical Pastoral Education Program for clergymen and theological students.

In 1952 Dr. Westberg was appointed chaplain of the University of Chicago hospitals and in 1956 began serving in a unique position on both the medical and theological faculties of the University of Chicago as professor of medicine and religion.

This constituted a new endeavor in the interrelation of these two professions and is illustrative of Dr. Westberg's concern for encountering the total needs of persons.

In 1964 Dr. Westberg became Dean of the Institute of Religion, Texas Medical Center in Houston during which time he also served as professor of medicine and religion in the department of psychiatry of Baylor University College of Medicine.

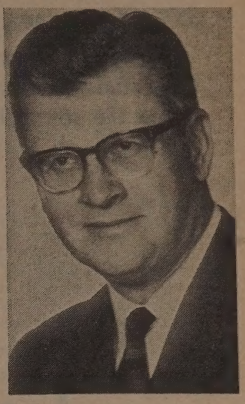
Currently Dr. Westberg, with the faculty of Hamma School of Theology at Wittenberg University, is experimenting with new ideas in theological education, which include the continuing education of clergymen. This represents new patterns of theological education which combine academic and clinical dimensions in a concurrent pattern.

Dr. Westberg is also serving as pastor in Springfield in an experimental program utilizing seminary students in a team ministry in an attempt to demonstrate that parish churches, like hospitals, can become clinical teaching centers related to theological schools.

Dr. Westberg is the author of numerous articles in medical and theological journals and five books: **Nurse, Pastor, and Patient; Premarital Counseling; Minister and Doctor Meet; Good Grief;** and is coauthor of **Community Psychiatry and the Clergymen.**

Dr. Granger Westberg

coming convo speaker



Goshen to host scholars

by Sandy Hess

On Friday and Saturday, Feb. 6 and 7, GC will host a meeting of Mennonite sociologists and anthropoligists from all over the U.S. and Canada.

The gathering, conceived and arranged by GC profs J. Howard Kauffman, R. Herbert Minnich, and Calvin W. Redekop, will be the first such attempt to bring together most of the Mennonite scholars in these areas of study.

The purpose of the meeting, besides getting acquainted, is to discuss the relevance of Mennonitism in today's world and what contribution a co-ordinated study of it could make to the denomination and to others. Underlying the proposal of such a study is the belief that Mennonites have something to teach the larger society as well as to receive.

Although some research has already been done in the area, a more conscious coordinated study would give a better appraisal of the strengths, the weaknesses and the potentials leading to a larger contribution.

Included in the discussion will be reports on Mennonites in the three areas of the Western Hemisphere by Leo Driedger and J. W. Fretz (Canada), R. H. Minnich (Latin America), and J. A. Hostetler and Calvin Redekop (U.S.) They will also discuss possibilities for further continuing action—a continuing organization of some sort, a news bulletin, inventory of research, interchange of findings, etc.

As a result Mennonites at GC and all over the Western Hemisphere may discover ways to make an even more meaningful contribution to the church and to the non-Mennonite world.

by Gail King

Gals, they're waiting for you

FLIRP is returning to the GC campus.

Initiated three years ago as an event to stimulate social interaction, FLIRP stands for Fellows and Ladies in Reverse Patterns (not Females Loose in Rapacious Pursuit, as some have said).

In other words, it's the girls turn to ask out the guys.

This year FLIRP runs from Thursday, February 5 through Sunday, February 8.

Among the FLIRPable events are the Camerata Singers L-M Thursday evening, the Huntington basketball game Saturday, and a special program in The Drain Sunday night. An event for Friday night also may be provided.

P. Mark Smucker, Social Commission Chairman, hopes FLIRP will inject new excitement and life into the campus social interaction, and offers this advice to would-be FLIRPers and FLIRPees alike: "Don't worry about what the other person is going to think. Be an individual. Do your own thing."

'Open Home' relates students, community

by Mary Amstutz

An "Open Home" project for students wanting to visit in community homes has been developed by a committee seeking to improve city-college relations.

Interested community people will have the opportunity to invite groups of four to eight students to visit on weekend evenings. Students may then invite their hosts to campus events.

More information on this exchange will be sent to all students through campus mail in the near future. Registering student interest will be coordinated through the student activities office.

A pilot program was run last year with encouraging results. The launching of the full project was announced on Tuesday, January 20, by Dr. Larry Beachy, chairman of the city-college committee. This committee is sponsored by the Goshen Chamber of Commerce.

Another project earlier this year was the city's welcome for students last fall, complete with street banners and posters in downtown Goshen. The committee has also served as a forum for airing opinion. It is hoped that this project will promote better understanding and an exchange of ideas between campus and city.

Dr. Beachy hopes that through the visitation program "people in the community will feel a part of Goshen College by knowing students." He says that the program purports not only to give students a "home away from home" but also seeks to make the community "feel a closer relationship to the college."

And Kevin Segner, student member on the committee, adds: "The City-College Committee has as its goal the improvement of relations between the students attending GC and the Goshen - city community. Through its Open House program the committee hopes to bring the students into the community and provide the community members with an understanding of Goshen College."

In addition to Dr. Beachy four townspeople serve on the committee. Members representing the campus besides Kevin Segner are J. B. Shenk, Roy Umble, Ben Showalter, and students Chris Burketta and Bonnie Mierau.

Persons interested in running for positions in the Goshen College Community Government, Social Commission and Cultural commission have been requested to obtain petitions immediately.

Petitions are available in the Personnel Office, and must be returned with 25 signatures by February 16.

Candidates will be made public on February 20, and elections will be held on February 27.

Positions up for election on GCCG are President, Vice-President, Secretary and Treasurer.

Offices open on both the Social and Cultural Commissions are Chairmen, Vice-Chairman, and Secretary.

Commenting on the upcoming election, GCCG President Gerald Mumaw observed, "Election day may be one month away, but thinking on the matter needs to begin now."

SOUTH SIDE SODA SHOP

Just four blocks from campus on South Main

● Sandwiches ● Sodas ● Sundaes

About a year and a half ago, 50 students and a sizable amount of luggage disappeared from campus. Little was heard from them for about 3 months. Then, one day, they reappeared, tanned and speaking in tongues about places like Kingston, San Jose and Pointe-a-Pitre.

This was GC's first Study-Service Trimester. Since then 332 students have participated in SST in 6 locations, and 80 more are on location this trimester.

What is SST as it begins its fifth trimester? Have its goals been achieved? What problems have students encountered? What are the leaders' reactions? And how does the administration assess the strengths and weaknesses of SST?

Costa Rica plus Nicaragua plus Honduras plus Haiti plus Jamaica plus Guadeloupe equals:

SST: reflections

Leaders review problems, successes of SST exp

The SST leader offers a unique perspective on happenings at GC's Central American campuses. Mike Shank spoke with them, and evaluates SST from their point of view.

No great problems

After observing one group in the summer of '69 and leading another this past fall, Dr. Jonathan Roth feels that the service project is positive in that it let the student see the needs of Nicaragua, but he is dubious as to whether much was done to alleviate them.

"It's difficult to pretend to do much in six weeks to begin with, but I didn't have the feeling that the majority of students were too interested in giving a lot of service."

Dr. Roth is more concerned about some of the preconceived notions that some students have concerning social practices, especially drinking. "Students feel that the college feels it's o.k.," and this puts pressure on some students who would not do it otherwise.

Dr. Roth is convinced that the idea of exception to the college's standards is just that it applies to a very rare situation, one which he never encountered during the 5 months he spent in Nicaragua.

His conclusion: "No great problems."

The ads lib

According to Arlin Hunsberger, SST coordinator, the uniqueness of the program stems from the combination of study with service in a foreign culture. Student exchange organizations are really impressed by the service aspect of the program because it gives the student a chance to associate with the people.

However, some students were disappointed when they saw no landmarks resulting from their service. Mr. Hunsberger points out that the program is not set up to make landmarks but rather to give the student a chance to be "put in" the culture and experience it.

Aside from the problems of coordinating leadership, student interests, etc., Mr. Hunsberger feels a more specific problem is the orientation of future SSTers by some "veterans" whose unrealistic reporting can create disillusionments.

Concerning SST's academic accomplishments, Dean Carl Kreider feels that the use of SST for language learning (especially verbal fluency) is one of its most impressive features.

However, because of the verbal fluency, different criteria have been used for the evaluation of language study on SST. The conventional system is still used for language grading whereas the P-F System is being used for the other subjects.

Dean Kreider feels that "SST is an unusually good place to use the pass-fail system" for three reasons: (1) there is a small number students (2) the faculty member sees the students more frequently and has a closer relationship than on campus and (3) the material is not of the factual type.

Out of white pattern

Dr. A. A. Smucker, SST leader in Guadeloupe (Fall '68-Summer '69) feels that SST is the way to gain fluency in a foreign language because the student is totally immersed in it.

However, he saw one problem in Guadeloupe: "Few people down there are trained in teaching their language as a foreign language," which puts much psychological strain on the student with limited knowledge.

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Look at SST prompts comments rega

An impressionistic kaleidoscope of sensations and feeling, of frustrations and disappointments, of joys and laughters—that's SST. In the following interview with RECORD associate editor Mike Shank, Becky Roth (Jamaica), Judy Beechy (Guadeloupe), Luann Habegger (Nicaragua), Beverly Bontrager and Len Meuti (Costa Rica), and Dean Schertz and Ralph Fireoved (Haiti) share impressions of their experience and evaluate different aspects of SST.

MS: Let's begin by discussing the formal study part of SST. What do you think about the subdivision of courses?

DS: I don't think it makes any difference whether they separate the courses or not. Only thing I could say about the formal study part is that in my case (and for some other members of our group) the study period was too long .We probably did our most valuable reading and definitely our most valuable language study in the first 4 weeks. After that it was kind of a downhill ride until we got to the service project. But I think we should have cut down at least on lectures because most of the lecturers weren't really exciting anyway.

MS: What about the lecturers in other countries?

JB: Ours were relatively decent except that we didn't have anything on humanities because Guadeloupe just doesn't have that much to offer, so our 3 hours of humanities grade really came from studying French literature. In natural science we didn't do a thing. We went on a field trip and looked at the shells!

LH: We went swimming quite often!

BR: We had a leaf collection.

RF: We should have! We had a test over it.

DS: We had something like 16 leaves to identify.

RF: He threw in stuff like tomato plants and threw us all off. I put that down for a Haitian oak!

BR: I think our lectures were really pretty good. We had a lot of well-educated and pretty important people.

LH: Our lecturers were fair but you can hardly criticize this part of the program since a couple times a lecturer was scheduled but he never showed up. It wasn't the faculty leader's fault but the Latins' sense of "Well, you can wait 'til tomorrow or the next day!

MS: That must be a general problem for Nicaragua, because we'd have three lecturers scheduled the same day and luckily one would show up. As far as quality, they had titles and stuff but that was it. This one judge who talked about the legal system was zero.

JB: We had a lecture on bananas that was zero.

BR: I was wondering if they couldn't integrate the service more. Maybe that's not possible. Maybe you need the background first, especially in the countries where the language is different.

DS: Well in some places that would be all right, but in Haiti we couldn't have because the service projects were all out in the country and we couldn't have done studies at the same time. We were a good distance from each other.

LM: When we studied, we learned certain things and how to apply them to living down there. You know, if we combine both of them at the same time, there wouldn't be too much time to "live." That's where we applied most of our stuff, with the nationals.

MS: Now let's talk about the service project. For me, it didn't quite turn out to be that. Not much to do, very disorganized. I got a lot out of it but it wasn't a service project. I worked with MVS guys doing community development, but they only got there a couple weeks before I did.

LM: In our group we didn't do too much either. Some people taught. The English they taught didn't really make a lot of difference. A couple words of English isn't going to help. I worked in a hospital, did nothing, and taught basketball in a school. The only thing that was accomplished was that it gave the people a different view of Americans.

LH: I think that's really an important part of SST because I know many Latins have so many misconceptions about the North American just as we are often mistaken about the Latin.

DS: Maybe the fault doesn't lie in the name, but in our own concept of service. That was my gripe when I first came back too, that they shouldn't call it service project. Now I don't care whether they call it service project or not because my project, although I didn't perhaps help anybody directly, was valuable to me, and I suppose in some way it was valuable to somebody over there, at least I hope it was. And maybe service existed in just being there and caring and listening.

JB: Do you think something should be said to students before they go down? Should the whole concept of service be discussed before they go?

DS: I just continually asked myself and the other two who were with me: What in the world are we doing here? and really the day we left we were still saying "Nothing!" We can still say nothing, but yet we ourselves came to accept the

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many others trying to bring "the True Message" to the "Haitian savage" and further confusing an already confused Haitian mind.

Frustration—because of the seeming futility of trying to break into the vicious cycles of poverty and ignorance in an underdeveloped country.

Frustration—because I could not be God's gift to Haiti, find all the answers to the world's problems, and even resolve some of my own personal doubts and questions.

Haiti didn't give me the anticipated answers to the ultimate questions of life—it only restated these questions in more agonizing terms.

For the first time, through my SST experience, I got some inkling of what life was really about, and some idea of the personal search that must continue throughout life to deal creatively with its frustrating realities.

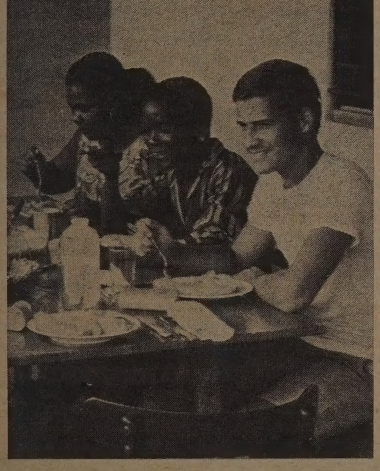
—Norm Schrag

Hunk of coral

My recollections of SST?

I'm really rather sorry you asked me. I can't give you a wet-eyed, nostalgic rank, rosy, I wish-I-were-there report because, barring these -20° aberrations in Indiana weather, I do not wish I were in Guadeloupe.

The most nostalgic thing I recall are those



Ron Yoder on SST in Guadeloupe

ethnocentrically - glorious, fabulously - refreshing times we used to have together wishing fate had interned us anywhere but on that particular lonely hunk of coral.

I recall several situations involving other kids which at the time very effectively mirrored my own feelings and those of the group. Hopefully each is a bit more colorful than mere descriptions of how I felt on SST.

Let me present one here:

I remember the day part of our crew ascended the heights of Mt. Soufriere to see the mudpots. It was a typically beautiful day for the hike. Rain, pouring cold and freezing, dribbled out of the gray skies over the mud spattered bodies of all concerned.

The shivering group raggedly fought their way over dripping, slimy moss-covered boulders, stumbling, falling, sliding, gasping, and praying for a quick end.

The mountain seemed to rise vertically in front; many of the less-hearty members of the party lagged behind. Each step became agony; a misplaced foot meant yet another oozing, sulfurous mud-bath.

The damp fog was permeated by a Hades-like sulfur smell. The cold and the bruises were taking their toll of the party's members.

Finally, when all seemed lost, the climbers dragged themselves over the edge of the last "crevasse" (crevice) and saw their destination through the blowing mist: thick, slimy, gooey, brownish-yellow mud, bubbling from the side of the mountain.

Gail King summed it up most effectively. Panting slightly, and in a faintly-trailing-off-voice, he mumbled, "Oh, my * * * ."

Yes, SST was an experience I'd like to repeat . . . but not in the same lifetime.

—Mark L. Smucker

Jamaica ideal

Six months after my SST experience, I still believe this program is one of the greatest at Goshen College.

For fifteen weeks, students were able to forget the strains of academic pressure, the war, the problems of the cities and races and concentrate on the life and culture of another people.

Jamaica was—and is—an ideal location for a unit. For those students who don't want to cope with the complications of learning another language but yet want to learn and live in another non-American culture, Jamaica is the place.

Jamaican SSTers were blessed with the fine services of Dr. and Mrs. S. A. Yoder. Through their contacts with Jamaicans and their hard work, they gave Goshen students a more than adequate means of learning about the island and its people.

The service opportunities in and around Kingston provided GC students with a wide range of choices. Some taught in schools, others worked in hospitals and libraries, yet others in archeology and recreation.

All students who have been on SST have memories particular to their own unit. For me, Jamaica was one of the greatest experiences of my life.

—Sanford Hostetter

Thanks for 4 flats?

5:30 a.m. Roll out of bed and prepare for that trip from Ciudad Quesada to San Jose, Costa Rica.

Special occasion? Thanksgiving Day.

All the SST'ers were traveling to San Jose for the traditional Thanksgiving dinner at Dan Hess's. How great it would be to see everyone again —"our family."

Eduardo, my "brother," was leaving for San Jose at 6 a.m. and had graciously offered Grace Martin and me a ride. This was great for us; it takes an hour less by car than by bus. . .usually.

Eduardo and I left the house about 7:30—accepted Tico time. On the way to Grace's house, we came upon a "casadora" (bus) with motor trouble. Eduardo is an owner-mechanic of the bus line and had to help repair the bus.

Believe it or not, by 8:30 a.m. we were on our way to San Jose. Suddenly the road seemed to be extraordinarily rough.

Problem? One flat tire. The spare was a sight to behold — no trend and one strange-looking bulge on the inside.

To make up for lost time "we were going to fly" Eduardo informed us. And so we did—I'm sure there must be dents in the roof where our heads hit as we bounced over the potholes.

We had three other flats along the way. The last one we didn't bother to change since we were near San Jose city limits.

Did you ever drive a couple of miles on a flat tire?

At 2:00 p.m. we called Dan from a garage. We explained our delay and told him we would be over as soon as possible. Eduardo dropped us off at the Hess residence at 3 p.m.—two hours later than the scheduled time. Practically all of the food was gone, but what an experience we had.

Thank God for this special Thanksgiving Day.

—Alice Noll

"Alone" on island

Loneliness doesn't mean anything until one has looked at Guadeloupe from the almost uninhabited hills of Marie Galante across 30 miles of the Atlantic Ocean. It doesn't matter that you can speak French, because the nearest village is 5 miles away. It doesn't matter that you have money, because no cars go that way. It doesn't matter that you look like a Frenchman, because they hate Frenchmen. It doesn't matter that you have an education, because they don't.

You are on your own, but you survive for another day. I'm glad Guadeloupe wasn't like that.

—Bob Guth

dy, service, grades, rules of conduct

sort of fell through . .

DS: For the project we were in we'd travel out to some village. There were no Americans involved except myself. Anyhow we'd be building a house and start out by digging foundations. They didn't want me to do it. They wanted to show me that they could do it. And there was something really grand about being able to say: "Look. I can do it, man." I tried and got blisters all over my hands and they really liked that. They'd show me their hands and say: "Look, we can do something." It gave them pleasure to be able to do that. Or it gave them real pleasure to give you something. You felt as if you were doing some kind of service in allowing them to give you something. They that had really nothing, to give to you, who in their eyes, have everything! Maybe that can decline into some kind of selfishness but the more I think about it, that's some kind of service.

LM: When I did whatever I was doing in the hospital or in the school, my mother down there was never impressed by that. She was more impressed by the fact that I didn't have long hair and a beard, and that I wasn't shooting all the time, taking dope, etc. She was more concerned with stuff like that than if I had built six houses. She wouldn't have cared about that. It's that sort of thing.

MS: Any comments about leadership?

BR: Ours basically was pretty good because we knew their position on standards, and different cultural patterns. They gave us a lot of freedom to go where we wanted and do what we wanted. I think it's important to have that kind of independence.

BB: Our group decided which things would be acceptable, and which things wouldn't. This worked out really well all the way around because everybody helped take part in the decisions. That was a new experience after being here, where so many decisions are made for you. We could go down there and our leader trusted us enough to talk things over with us.

LM: When we went down there, he set several rules. We'd have group meetings if someone was aggravated by something; we'd discuss it as a group. And whatever the group decided, he pretty well went along with that.

LM: I thought our leadership was great. We had our own voice in doing things.

LH: It also depends on the type of person. For example, some people want a father away from home while another person doesn't want any kind of authority. Some go down there and want to be protected all the time. So they don't like it when the leader says, "Go ahead and find your way home," the first time you're there.

LM: I thought Dr. Hess was "round" enough that he could grasp all of these types. He did a pretty good job. Like me and another guy, we were pretty well independent and several other persons needed a close relationship with the leaders and he was there for it. I think he had a lot of insight into what was going on.

DS: In our group, rules of conduct were set down more by our families than by the leader of our group. Arlin told us: "You are with your family. You do with your family what you feel you can do personally." Most of the time our conduct was fashioned by the outside society rather than by the leader or the college.

LH: The first week we were down there, we were told that Goshen College standards on campus applied down there, but with the understanding that we were in a different culture and that we were guests.

MS: Any comments about grading?

DS: I think one great value of the pass-fail system is that no longer do you have to worry about history, natural science, etc. You can make these distinctions if you want. It's all "pass" anyway. So your instructor isn't bound to put down a grade for natural science, which in our case was kind of ridiculous, or even history and humanities.

BB: In our grades there was a lot of interrelationship. If you had a lot of points in social science and were lacking some in natural science we sort of scooped some over!

LM: We got points for humor, points for goodness. I got 5 points for a haircut!

JB: You learn so much on the whole experience that you can't be graded by a C or B.

RF: Do you think this grading could be applied to the rest of the campus, like to the courses we're taking now? What's the difference?

DS: I'm not extreme on this but I'm kind of against p-f on campus under the regular curriculum. The greatest part of the value of Haiti for me was certainly not when I was in Port-au-Prince but when I was in my service project. Arlin could not have evaluated fairly how well I did on my service project and I think that's the basis upon which I should have gotten my grade, because that's where I learned what I learned.

MS: It would be something like grading dorm life. . .

DS: Yeah!

MS: Which they don't do.

LM: Oh well, in East Hall, we'd all get A's anyway!

Mr. Bookstore...

Don McCammon enjoys bookstore duties and chance to meet 1,200 personalities

by Kathy Miller

Don McCammon had no previous experience in bookstore work when he came to the GC bookstore in August, 1966. He was working for the Mission Board when suddenly, out of the blue, came a call from President Mininger asking him if he wanted the job.

Don said yes, and he's been here ever since.

Actually, it wasn't quite that easy. When he came back from Japan, he had written a note to President Mininger telling him he'd be interested in a job at the college if one ever came up that he'd be qualified for.

President Mininger wrote back a nice note, and years passed.

Suddenly the call from the blue, and that's how Don McCammon came to us.

Don says he enjoys his job, besides the headaches connected with it, because he is working with people.

There are 1,200 different personalities he can come in contact with, "personalities that are interesting, surprising, charming and disgusting."

He says it may sound trite but he enjoys the opportunity of getting to know people and sharing with them, the opportunity to give something and to receive something.

He has noticed, during the "many years" he's been here, that there is a definite broadening of interests among students.

Students buy books in many fields, and are more free-spending (in the right sense) to get materials they need for learning.

Students know more, their ideas are broader and more healthy and they demonstrate a great deal more social concern.

An enigma is that they know more, and are doing more, but there is more irresponsibility.

There are these two opposite poles in the students, according to Don—they show more concern, and yet they don't do anything they don't want to do.

One gripe he has is students who bring back books for resale and say they have never opened them.

It's not that Don believes they've been opened—it's that the student should have read the book, whether the prof made specific assignments or not, because it would give him a new opportunity to learn.

As far as purchases go, the biggest seller is Hallmark cards. Pencils, stationary, sweaters, used textbooks, course related materials, art supplies and Bic pens are also up.

Sweatshirts are down slightly in sales. Snoopy was very popular for a year and a half, but he's just about run his course.

For the last two years he has been beat out by **Soul on Ice**—Don hasn't been able to keep it on the shelves.

If he could, Don would have more room in the store, and greater varieties of cosmetics, toiletries, clothing and sports equipment.

He'd also have a bigger stock of books, typewriters, cameras, tape equipment, umbrellas and things of that nature.

Ideally Don would have a lounge in the book area and light classical music playing all the time.

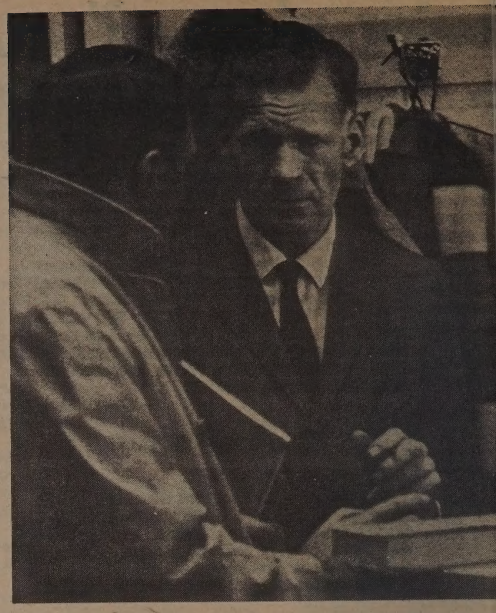
The determining factor for what he keeps in stock is popular demand, as much as possible.

Don also keeps track of new books in **Publishers' Weekly.** Recommendations from profs and students are also appreciated.

Of course, all this is limited by space.

Don says he doesn't attempt to censor, but he doesn't stock out-and-out smut. The space is limited and his Christian principles are against it.

Of course, students can always order books, but even this outlet is getting taken away because the publishers don't want to sell less than 25 books at a time.



Don McCammon
'out of the blue'

Prof. M. Oyer teaches in Winnipeg

by June Herr

Prof. Mary K. Oyer recently taught Fine Arts to students at the Mennonite Brethren Bible College in Winnipeg, Manitoba. During the week of January 5-10 she gave 15 lectures to 35-40 music and theology students from the college or community.

MBBC offers Inter-term courses for two weeks between semesters, in which students take one course, as in the G.C. spring terms. Prof. Oyer taught the first week of the term, concentrating mostly on art and architecture, including a study of the Munch graphic arts exhibit in the Winnipeg art gallery. Students devoted the second week of study to music.

While Prof. Oyer values a [illegible] elective study of the arts, s[illegible] feels a short term of conc[illegible] trated study is "interesting [illegible] try."

WGCS ADDS HOUR

GC's radio station, WGCS F[illegible] will add an additional hour [illegible] fine arts and educational p[illegible] gramming beginning in Feb[illegible] ary.

From Monday, February 2[illegible] onward, WCGS will be on [illegible] air an additional hour in the [illegible] ening, signing off at 11:00 p.[illegible] instead of its present 10:00 s[illegible] off time, with the exception [illegible] Sunday.

Stratford seminar dates announced

by Luann Habegger

Prof. John Fisher, associate professor of English, announced that the dates for the Stratford Festival Seminar this year will be July 6-24 and July 27-August 14.

As in the past two years, students may earn three to six 300-level credits in English, speech or music. If only three hours are desired, Fisher recommends that the student participates in the first session.

The 1970 Seminar will be administered by Conrad Grebel College, University of Waterloo, Ontario. Prof. Fisher will serve as program coordinator. Dr. Norman Lofland, chairman of speech and theatre arts at the University of Bridgeport, Connecticut, will head the drama sessions.

Earlier in the summer, Lofland will take his dramatic group from the University of Bridgeport to the Holland Arts Festival in Amsterdam where the group will perform. The music instructor for the seminar will be announced at a later date.

The plays which are to be produced this summer are Shakespeare's **The Merchant of Venice** and **Cymbeline**, Sheridan's **School for Scandal** and Ibsen's **Hedda Gabler**. The music schedule has not been posted yet.

Besides viewing dramatic productions at Stratford, there will be opportunities to attend music and dramatic performances at the Shaw Festival Theatre, Niagra-on-the-Lake and theatre and cultural events at the University of Western Ontario in London and the University of Toronto.

Housing, meals and classrooms will be supplied in the Conrad Grebel College facilities. The seminar registrants also have at their disposal the air conditioned library, new swimming pool and Theatre of the Arts at the University of Waterloo.

The fee covering room, board, tickets to performances and transportation between Stratford and Waterloo is comparable to Goshen College's fee for a spring session. This fee does not include transportation arrangements between Goshen and Waterloo.

Prof. Fisher stated that there is a possibility that there will be a travel scholarship for some GC student.

Your Opinion Sought

Would you be interested in wearing a Goshen College ring? A local jeweler has offered to develop one if there is sufficient interest! If you are interested, send this ad to:

Tom Stuckey, Box 156

A thug on a housebreaking spree,
Reached into a bureau with glee;
But to his chagrin,
The "loot" found therein,
Was just a Deposit Box Key!

SAFE DEPOSIT PROTECTION COSTS ONLY PENNIES A WEEK

SALEM BANK&TRUST CO.
Millersburg - Goshen - New Paris
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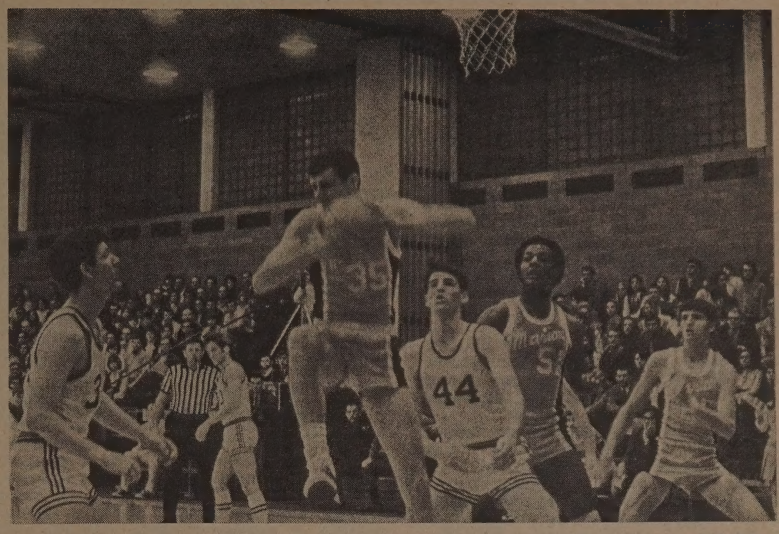
Sports Static

by Bob Mullet

al score: 112-74.
s Marion that bad or are our beloved
e Leafs finally "putting it all together"?
only time and the game at Grace next
(February 10) will tell.
hat made the difference? Litwiller apparently has reintro-
the word "fast-break" into the vocabulary of the boys. Rog-
ringer finally started playing like an Archbold ace instead of
-occupied pre-med student from Pettisville.
ob Zuercher found the range from the outside, and even Lyle
made his free-throws. Compound all that with the fact the
also won convincingly (100-74) and you've got two pretty happy
es who are not only looking forward to the rest of this season,
o doubt think they may have a chance to do some damage in
CC next year.
one were giving "Most Improved" awards, Tim Miller and
Stiffney would certainly deserve consideration. Rick started
e JV's for the first time last Saturday and did a bang-up job
Tim has turned in solid performances against both Tri-State
Marion (13 points and 20 points). Miller is not exactly what
call a model of orthodoxy, but the Goshen fans should have
e years to get used to his style.
here seems to be a generally dissatisfied feeling with the
n thus far, much more than winning the Mennonite Classic
aving an 8-5 record would seem to merit. Granted it could be
reaching the 16-5 mark which was projected by pre-season
nentators, but even Nixon would be happy to win more than
st.
oad games at Grace and Defiance (Feb. 26—the season fi-
will probably be the "moments of truth" in determining how
they can come to that 16-5 mark.
lthough much should already have been said about GC wom-
basketball, the perennial winners, one could pile superlative
perlative and still not overstate the case.
ndefeated last year, they are such fierce competitors they
btedly hope to improve on that mark this year. At this point
are certainly our strongest argument for post-season competi-
You don't hear people attaching the label "one of the best in
hole USA" to many teams representing Goshen College, but
s one of them.
he change to 5-woman, full-court basketball has done as much
e sport as the forward pass did for football, at least from the
t of entertainment for the spectator. I'm not at all certain
opposing coaches would agree, however. Can you imagine
g to face Sharon Swartley or Rosie Stoltzfus on both offense
lefense?
he rule change has also introduced a devastating new weapon
Coach Gunden's arsenal—the fast break. No girl has ever
d a guy with more speed, determination, or enthusiasm than
displayed by the Leafs storming down on the break.
lthough the schedule for girls' home basketball games is a
t more closely guarded than who the new president will be, I
it's worth the effort to be there for the next one.
ored you won't be.



by Gail King

Rebound

This was one of the few times the Marion Giants dominated the ball in GC's 112-74 win Saturday night. Maple Leafs observing the rebounds are Roger Springer and Lyle Gaff.

GC to stage 'Our Town'

by Joan Kropf

One more name will soon be added to the lengthy list of casts—Broadway, college and high school—that have performed "Our Town."

GC students will present the twentieth century American classic on March 6 and 7 at 8:00 p.m. A third performance has been tentatively scheduled for Sunday, March 8, at 3:30 p.m.

Written by Thornton Wilder in the late 1930's, the play's setting is the small town of Grover's Corner in the early part of this century. Wilder described his play as "an attempt to find a value above all price for the smallest events in our daily life."

Because it concerns the commonplace aspects of life, the play is both old and new, its appeal both local and universal.

Director Roy Umble commented, " 'Our Town' is an old play with contemporary freshness. The smallness and the largeness of Grover's Corner still surrounds us."

In addition to its widespread popularity, "Our Town" has several other distinctive characteristics. The absence of a stage set and the presence of only a limited number of props make it necessary for the audience to imagine details which are usually provided.

A stage manager, who assists in the narration and interpretation of the action, speaks to the characters and the audience throughout the play.

Carol Bixler will portray Emily Webb; Tim Geissinger will play George Gibbs.

Other members of the two families are: Dr. Gibbs, John Enz; Mrs. Gibbs, Linda Robinson; Rebecca Gibbs, Cheryl Boyd; Mr. Webb, Dennis Stahly; Mrs. Webb, Sharon Waltner; Wally Webb, John Crist.

Assistant director for the production is Don Troyer. Kathy Stoltzfus is the stage manager and Dave Huneryager has been named production coordinator.

Roupps present real estate gift

A gift of real estate valued at approximately $44,000 has been given to GC's faculty retirement fund.

The presentation was made by Mr. and Mrs. J. Edward Roupp of Denver, Colorado, and includes all rights to a property in Farmington, New Mexico.

Mr. Roupp graduated from GC in 1930, is a semi-retired builder and land developer, and Mrs. Roupp is a longtime personal friend of Mrs. Paul Mininger.

Payments from the real estate, according to President Mininger, will help pay the allowances of retired faculty members.

Currently 12 former GC faculty members are receiving retirement allowances.

Campbell to revisit GC

by Sylvia Shirk

Finley Campbell, profes-
f English at Wabash Col-
Crawfordsville, Indiana,
make his second visit to
GC campus Tuesday, Feb.

ile on campus, Dr. Camp-
will lecture at 8:00 a.m. to
ombined sections of Com-
on and World Literature on
s and Baldwin: the Search
the Other Father" in con-
ion with their study of
s Baldwin's, **Go Tell it on Mountain.**
er in the day he will speak
The Oral Tradition in Black
ature" to the Black Liter-
Seminar taught by Ver-
Schertz, assistant professor
glish, who is arranging Dr.
bell's visit.
portunity is also being
for Dr. Campbell to meet
black students.
Wabash College, Dr. Camp-
teaches courses in Func-
tional Composition, Race in American Literature and Radical Thought in American Literature. Wabash College has an all-male enrollment of 889.

Dr. Campbell, also a writer, has had several of his works published in **Phylom**, a literary magazine.

During his previous visit to GC, Dr. Campbell appeared in convocation, a faculty meeting and a meeting of black students, accompanied by four members of the Black Panther party. He stated that although he is in sympathy with the goals of the party, he is not a member.

nters to speak

and Mrs. Neil Hunter,
ived in China from 1965-67,
speak in a special convoca-
on Thursday, February 12.
also will address a meet-
f the Peace Society at 7
Thursday evening.
Hunters have taught at
ard University and at the
eley campus of the Univer-
f California, and have pub-
a number of works on
, including **China Observed**
Shanghai Journal. Their
s from China is scheduled
pear in the near future.

TEACH IN GHANA OR NIGERIA?

Yes: — If You . . . . . .

1. Have a Bachelor's Degree; preferably a Master's Degree.
2. Have at least 30 semester hours credit in one of these:
   a. physics, b. chemistry, c. biology, d. mathematics, e. industrial arts, f. French, g. geopraphy, h. home economics, or i. business education.
3. Desire to teach at the secondary school level.
4. Are in good health; single, or married (without children). Both spouses much teach.

WRITE: TEACHERS FOR WEST AFRICA PROGRAM
ELIZABETHTOWN COLLEGE
ELIZABETHTOWN, PA. 17022

Are you No. 617840B?

Check it. If that's your number, you could be the lucky winner of one big . . .
Jethro: A winner? I'd rather be a person.
If you'd rather be a person, THINK. "Cogito, ergo sum," said Descartes. *Christian Living* still believes that the process called thinking is as important as doing. In our special January issue "Will the Mennonites Survive the Seventies?" we call on you to think with us.

Pick up a copy today at your college bookstore.

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and
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EVERY DAY BEFORE 6 P.M.

Biafran war ends; dying, hatred remain

by Atlee Beechy

Acting Dean of Students

"How many deaths must it take before some people will know that too many people had died?"

These words, sent to me by a Nigerian relief administrator speak to the Nigerian situation. The costly two and a half year war appears to be ended but the dying and the hating still goes on.

About sixteen months ago Dr. and Mrs. Wallace Shellenberger returned from eastern Nigeria and presented the tragedy there to our college community.

Concern exploded. Students volunteered for service. Over four thousand dollars were raised for relief. Mennonites and Quakers were already working in other areas of Nigeria but also wanted to help those in need on the other side.

I accompanied the Quaker-Mennonite medical team to eastern Nigeria in January 1969. Though not new to the destructive impact of war I was not fully prepared for this experience. Kwashiorkor (extreme malnutrition) and its meaning was etched unforgettably into my mind. Children and the old, in various stages of starvation, looked without seeing as their bodies passed the point of no return.

After the six-day visit I wrote

A LAMENT

People
on the move
looking for a yam or gerri
for daughter or husband
and wondering.
People
in the camps
hope disappearing
despair ascending
imprisoned
by hunger
fear
hate
and wondering.
Children
sit and wait
life escaping
death overtaking
and wondering.

The suffering too big . . . .

What has happened during the past year in Nigeria? Hundreds of thousands have died of hunger. Thousands have been killed in the war. Thousands maimed. Hundreds of thousands have become refugees. War is the enemy.

The Quaker-Mennonite team has performed yeoman service in eastern Nigeria under indescribable conditions. A team member, after working for thirty hours on civilian casualties following a bombing raid, wrote,

> When I saw a bucket full of amputated limbs and smelled the stench of decay that sets in quickly in the tropical heat I despised the chiefs of staff who sit at their desks plotting war. . . . We at the hospital were initially stunned by the destruction of human life and flesh as the victims began pouring in . . . and in the aftermath we stop long enough to realize that wasteful bombings have occurred thousands of times before in a thousand places. But we hope and pray that they will not happen as many times again.

Later after repeated moves because of the war, he wrote again

> We're living and working now by whatever native wit or accumulated experience has been dealt to us by birth and training. And undoubtably more than this by the grace of God.

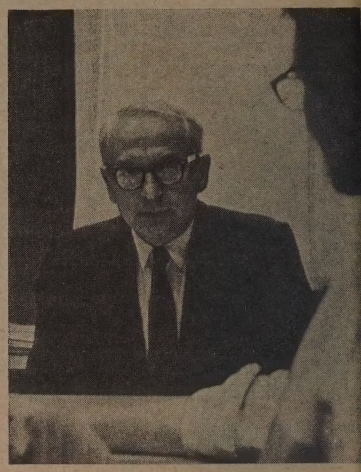
The Quaker-Mennonite team left the area on a January 9th relief flight, 365 days after entering. The final stages of the war had come. They left reluctantly after deeply investing themselves for a year in the agony and hurt. They want to return to Nigeria for further service.

What does it all mean?

I really don't know. When and why are nations born and when and why do they die? What are the real causes of war? Do political ambitions of leaders sometimes override humanitarian concerns? Is there a solution for tribalism or nationalism carried to extremes?

What are the fruits of colonialism and exploitation? How are the economic and political interests of outside powers involved? What should be the role of the church in all of this?

How is the Christian presence best expressed in such situations? What hope is there? What can we learn from this situation?



Prof. Atlee Beechy

I am deeply troubled. The church must respond to the total situation. It dare not cut be its concern. The scars will be deep and will long in healing.

The desire of the Nigerian government to hadle its problems must be sympathetically understood. We must patiently and persistently regter genuine concern for the welfare of all the people. To the degree possible we must work emergency relief, in rehabilitation and most all in the massive reconciliation task.

There are many conflict situations throughthe world. These smoldering and open fires visible at many places. Think about this as plan your life.

Profs explore anti-pollution projects

by Bryan Flueckiger

On Thusday, January 22, Prof. C. F. Bishop, along with Profs. A. A. Smucker, L. J. Zimmerman and J. N. Roth, traveled to the University of Notre Dame for a meeting with Notre Dame professor of biology, Dr. Griffing, on the subject of pollution and environmental management.

The professors, accompanied by student observer Robert Guth, discussed the research on pollution problems which Dr. Griffing and the two other members of his team have conducted.

In finding out what others are doing in the field of environmental management, our profs hope to avoid duplication of work that has already been done.

There are several areas of anti-pollution research being considered by GC. The primary objective is a thorough study of the Elkhart River and its tributaries, from Benton through Goshen. An effort will be made to trace kinds and sources of pollutants, thereby helping to establish some means of determining when and to what degree a body of water is polluted.

Prof. Bishop and others on the campus interested in pollution feel that there are two immediate contributions to the Goshen community which GC could make through research in this area.

First of all, GC can assist the county government in the cleaning and maintenance of a recently-acquired thousand-acre body of water intended for recreational use.

A further contribution could be the involvement of GC personnel in working out plans for a first-class sewage disposal system for the community.

It is hoped that GC's involvement in environmental control can be organized and performed in such a way that financial aid will be made available for the program.

SSTer writes of 'fuego,' 'minos'

Approximately a week and a half ago fire destroyed the sole building at a children's camp in Turrialba, Costa Rica. Although none of the 50 children at the camp nor any staff personnel were injured, GC students Maretta Nofziger, Barbara Jo Leichty, Don Gunden and Martin Honderich, who are serving at the camp for the SST service project, lost most of their personal possessions.

Following is one student's response to the fire.

by Maretta Nofziger

Never before in my life have I seen such a terrifying sight—my house in flames.

It had been such a wonderful night of dancing and talking with friends when all of a sudden someone rushed into the building yelling **"fuego, fuego."**

Not even realizing what was wrong, we kept on dancing, but not for long as someone started pulling us out of the building.

Someone whispered quietly to me, "It's at our camp."

My feelings cannot be totally expressed, but I know my stomach turned a complete circle. All the way to the camp I kept praying, "Dear God, please save my **minos."**

As we neared camp, I knew there was nothing that I could do now, because the whole building was in flames.

Jumping out of the truck I quickly scanned the crowd which had gathered and saw my little **minos** running towards me.

I was so glad they were safe, but my heart ached as they told me their **ropa** had burn Most of them had brought all they had—a p of shoes, a dress and maybe a pair of slacks.

I'll never forget the sparkly-eyed **minos** w assured me that someone had brought my s case out. I wanted to run and cry, but I kn somehow I had to get hold of myself and comf my little **minos.**

I was only there three short days, but I made so many friends and each child had a s cial meaning to me.

Now just like that it is gone.

What am I to do now?

L-M feature

continued from page 1

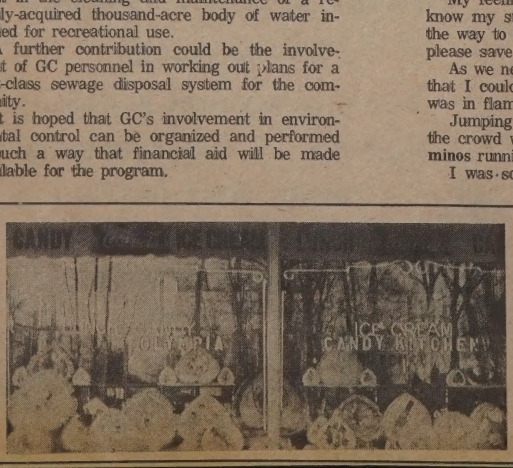
faces for their regular patrons. The policy been very successful and has given many up-a coming young singers both the chance to exp ence the opera tour and to observe profession

The Barber of Seville has a very charm little love-triangle story. Old Dr. Bartolo plan marry hs wealthy and beautiful ward, Ros but young and handsome Count Almavive similar ideas.

Fortunately for the Count, Figaro, the k barber, is on the Count's side.

Figaro arranges means for Almavive to e Dr. Bartolo's house. Eventually the old man comes suspicious and procures a justice of peace for his own marriage to Rosina.

But when Dr. Bartolo is absent the barber vinces the J.P. to marry Rosina to Count Al vive. When Dr. Bartolo returns he decides make the best of things and "they all live hap ever after."



OLYMPIA CANDY KITCHEN

by Gail King

Train Wreck

One bad spike like one bad apple
Spoils the barrel-stave railroad tracks.

The company repairmen are paid to grapple
Each spoiler, replant the line with intelligent smacks.

The train which the spikes broke loose
From the road it was programmed to follow,
Is re-railed in place by the company's craning noose.

The train deserts its future coal—rejuvenated, but hollow.

—Lowell Miller

Are you ready for . . .

GOSHEN COLLEGE
The Record

. . . LOVE DAY?

VOL. 79 GOSHEN COLLEGE, GOSHEN, INDIANA 46526, FRIDAY, FEB. 13, 1970 NO. 9

Latin America to be featured next week

by Rhoda Shenk

A special Lecture-Music presentation will be ven Thursday, February 19, by The Honorable of. Fernando Belaunde-Terry, former president Peru. He will speak on the topic, "The Future South America."

His visit highlights a week in which Latin nerica will receive special emphasis.

Prof. Belaunde organized a political party own as **Accion Popular** and was elected in 1963 a six-year term as Peru's president. In Octo- r 1968, a military organization took control of e government, claiming reforms were too little d coming too slowly.

Ironically, Prof. Belaunde-Terry is regarded one of the most progressive democratic leaders South America. He is now instructing architec- e at Harvard University.

Prof. Herb Minnich says, "I feel we are very rtunate to have a man of Dr. Belaunde-Terry's ature come to our campus. It will be interesting hear how he views his ouster from power by a radical, but authoritarian, military regime."

A Latin American emphasis is being planned for several days prior to Prof. Belaunde-Ter- ry's visit. On Sunday evening, February 15, the internationally-acclaimed film "Black God, White Devil" will be shown in Assembly Hall at 8:30 p.m. It is spoken in Portuguese with English subtitles. Following the film there will be a discussion in The Drain.

"Black God, White Devil" explores the plight of the dispossessed—the little people. It pictures the desperate search of the poor peasant for something which will instantly transform his life.

The film is a product of a relatively small group of intellectuals who have formed the Cinema Nova movement in Brazil. Glauber Rocha, director of "Black God, White Devil" says, ". . . our cinema is new and Brazilian problems are new . . . We want to make fighting films for a fighting age, and films to build up a cultural heritage in Brazil." Cinema Nova has received 40 international awards in less than 10 years.

Posters, collages, and book displays will be placed in the snack shop and library during this week. On Thursday evening, the cafeteria will be serving a Latin American dinner with musical accompaniment as a prelude to Prof. Belaunde-Terry's lecture.

Prof. Belaunde-Terry will speak in convocation Friday morning, February 20, on the topic, "The Democratic Experience in Peru, 1963-68." He also will be speaking to the Latin American Societies and Cultures class at 11:40 and to the Latin American in World Affairs class at 12:40.

Prof. Belaunde-Terry is fluent in the English language and looks forward to conversing with students in the snack shop following his convocation lecture, as well as informal contacts in the classroom and on the campus.

This visit will be particularly enlightening for those students who have participated in a Latin American SST. Professor Belaunde-Terry does not ordinarily give this type of lecture, but he has come upon special request of GC.

Senate to receive visitation bill

by Jane Byler

"Everyone agrees that there something wrong between the ys and girls on this campus. e propose to do something— w."

This is the opening statement a trial dorm visitation pro- sal which will be presented Senate in the form of a bill xt week. The bill will provide r some type of structured rm visitation between the ys and the girls.

The proposal emerged from a iller 4th-Yoder 2nd South dorm scussion three weeks ago centering on the issue of social sterility on campus. The meeting began with an exchange of gripes. Both guys and girls found that the gripes were mutual. The only difference was that each sex was blaming the other for the same thing.

The group concluded that the problem lies in the channels of communication between guys and girls. Since dating is the main channel of interaction, the learning-to-know process on a large-scale basis is formal and stifled.

This led further to a discussion of a possible solution which would create a natural setting in which guys and girls could interact spontaneously—as persons rather than merely as "boys and girls."

The group decided that interdorm visitation could provide this type of atmosphere. It immediately organized into guy-girl teams and the following evening went to each of the floors in the Kratz-Miller-Yoder complex to present the idea. Response was overwhelmingly favorable.

The proposal originally included K-M-Y only, but when representatives discovered that it would have to travel the same channels as a formal bill, they decided to extend the campaign campus-wide, and teams proceeded "across the tracks." There the response, however,

more on page 6

Senate recommends Dean's List change

A recommendation to modify the Dean's List by removing grade point averages and listing honor students in alphabetical order was passed by Senate Wednesday. The recommendation will be sent to the faculty.

Prof recovers quickly

by Sandy Hess

Prof. Roman Gingerich is recovering quickly from his heart attack in December.

As of February 13, Prof. Gingerich will have been home from the hospital seven weeks. He has had the run of the first floor and, when the interviewer called the first time, was even out for a ride with his wife as chauffeur.

The future looks bright also for Prof. Gingerich. Next week the doctor says he may do a little walking around outside. After February 20 he may be able to come back to the college to do a few hours work a day in his office.

Dr. Gingerich spends most of his time reading and watching television. He has been working on income-tax forms and schedules for next year. He says he is feeling "real well".

Tomorrow . . .

. . . is a special day, and the faculty of GC has sent you a special greeting card. You can find it on pages 4-5.

Are you bored? Try Costa Rica

by John Bontrager

On SST in Costa Rica

Language is a funny thing.

Misunderstandings can separate men of one tongue. But when you have hundreds of languages and dialects it becomes chaotic. It is just as chaotic when you have two languages, one of which you know and one you don't. The principle remains the same. You are confounded.

Spanish is supposed to be God's language. But what kind of a stupid name for shoes is **zapatos**? They are shoes—shoes, not **zapatos**, doggone it anyhow.

Thus go the frustrations of the language barrier. It is more effective than any other wall man can build. But it sure is fun to try and climb that wall. Even fall off a few times. Most people are kind enough to help pick you up to try again.

The roof is leaking tonight. My dictionary got soaked. No bones about it. The roof leaks, the world is round, the sun comes up in the morning. You can't fix it in the rain anyway. Besides it has no right to be raining this time of year; it is supposed to be the dry season. Am I supposed to break my neck just because the weather is spastic?

So it goes.

My family is wonderful. They crowned me the day I arrived. I feel like a prince among men.

Yesterday I returned from a day at the beach and it was like maybe I had risen from the dead. The kids gathered round, sang songs, showed off, asked questions, fought malevolently and kept reminding each other not to molest me. Have you ever tried eating while holding two children on your lap? It is difficult to tell who's eating.

I have forgotten the meaning of boredom . . . .

Goshen College editorial page

The Record

A Senate that governs

The GCCG officers for the next academic year soon will be elected. Hopefully the new Senate they head will take itself, its responsibilities and its possibilities seriously.

If Senate does, perhaps it will then be able to exercise a little more directness and imagination and will provide some dynamic leadership in accomplishing at least one or two things of more than mediocre significance.

This would be at least a start towards a functioning Senate. Then in two or three years perhaps Senate will be able to grow into a governing body that governs.

One area in which GCCG can and should put some effort is in reforming the grading and evaluation system.

The Grading and Evaluation Committee has thus far found it possible to meet this trimester exactly twice, with another meeting scheduled for today.

This is by far not enough effort. Senate is the organization that should initiate some increased action, not just with the committee directly by discussing academic evaluation, but also among students and faculty, with whom a large part of the responsibility ultimately rests to make needed changes.

Reconsideration of the GPA should receive primary attention. The GPA is going to be around for a long time. It is rooted too deeply into the total educational system to be entirely ignored. But much can be done to give this measure more meaning and to make its determination more fair.

If we are to have the GPA, the system used to determine it must be broadened, at least in the short run until some better alternative can be worked out.

Two or three test grades are inadequate in showing anything but that the student was familiar with the information asked at the time he was tested. It really says little about his total educative experience.

Professors should construct broader evaluations and should have the freedom to use whichever system they feel is best. But they must be made constantly critical of their chosen method and urged to keep trying for improvement. A few professors are doing this, but not enough.

Additional changes could be pressed at the administrative level. Presently GPA is figured strictly from the letter grade, with plusses and minuses ignored. Using the plus grade in figuring GPA would add some degree of additional precision.

Instead of a 5 category system there would be an 8 category system. It is impossible to divide students into only 5 groups of "achievement" with any true indication of accomplishment. Likewise, grouping students into 8 division lacks complete fairness, yet 8 is closer to equity than 5.

Final exams should be discouraged. More professors seem to be discontinuing them on their own, yet they still widely exist. How can there be fairness when from one half to one fourth of a final grade rests upon one test? What measure of accomplishment is that? Perhaps then we would not feel it necessary to set up a telephone counseling service during exams so that students will be able to bear the pressure.

There are many more possibilities, such as not including F grades in GPA and using pass-fail for courses like required physical education.

All of these suggestions are rather small and of limited significance and may easily be altered into a variety of forms.

But they are specific and direct and can be effected with little trouble. By using some of them, a definite system may be experimented with in actuality rather than in abstract speculation.

Using this as a beginning, persons responsible can then work at larger and farther reaching changes in trying to make the educational system a bit more conducive to education.

Senate should provide some of the coordination and incentive in causing academic changes. However, Senate has little precedent from which to proceed; it must create one.

—G. K.

Mind's I

by Vi Gingerich

Achieving Standards means giving us responsibility

"It's too idealistic. It will never work."

"You mean, we can wear slacks to supper?"

"You can't run an institution without rules!"

"Are students really able to make their own decisions?"

Sound familiar? Yes! I've heard these statements too, especially in the last week since the dorm discussions.

Exactly what is the criterion for implementing the new standards? Where will there be the most difficulties? Why? What can be done to eradicate them?

First, it will take far more maturity and responsibility on the part of all of us to live under the new system than to slap down the former rules and apply them.

It means that we together—you and I—will be responsible to "police" each other. That isn't a popular concept today, and we'd probably prefer to have the "system" up there do it for us. It means we'll be solely responsible for the course we choose or don't choose.

Sound scary?

As an elementary school teacher, I operated under the assumption that kids will act the way they're expected to act. If I left my classroom expecting them to "cut up," they did. If I expected them to complete an assignment when I was gone, they did.

If I expected a slow learner to grasp a concept and gave him a supportive environment, he learned it. Psychologists will bear up the fact that we usually respond in the way we're expected to.

Why the preamble about anticipating that grade school kids to act as expected?

We haven't learned what responsible, respectable behavior and decision-making mean. We haven't been given the chance.

The reason we can't see the new standards as even having a chance of working is that we've been thoroughly conditioned by a punitive society to expect the worst!

Certainly students will take advantage of unrestricted dorm life. If allowed to choose their own courses, they'll choose mostly PE courses and expect to work at Miles! (Actually many of these courses will be obsolete in 5 years anyway!)

Could it be that the reason the constituency is up tight is that they **really do** know what their sons and daughters are thinking of doing when they finally leave home? The college can't play ('parent')!

Back to expecting mature responsibility! If mom, dad, and the home constituency have taught me and expected from me mature, responsible decisions, I'll equal their response! (Also vice-versa!)

I do not propose to remove the onus from any of us and blame our ancestry. You and I must learn what responsibility with freedom means, not only for ourselves, but for each other.

I think it is provincial to continue to regulate some behavioural aspects of campus life, and on the other hand expect students to make decisions of life-long implications regarding Christian commitment, marriage, occupation and the draft. Need we wonder why students have difficulty deciding which academic field to choose, or whether the Christian scene is worth joining?

Remember, responsibility is only learned as it is given. Decision-making is only learned as opportunity is given.

How far has my sense of responsibility and ability to make decisions come since I've joined the G.C. community?

from the basement . . .

by R.A.T.S.

Be a person — if you're strong enough

Looking for a new thrill? Something way out? Really freaky? Be the first in your group to step out and try the new thing on campus, if you've got the intestinal fortitude (otherwise known as guts.) It's called seeing others as persons.

For those of you who are really interested in doing it and not just talking about it, there's a very simple way to begin. The next time you ask someone "how are you?", mean it.

I remember with a great deal of pleasure one time way back last September when a fellow student asked me how I was and then actually stopped long enough to let me say how I was!

Don't be surprised if sometime you say it and mean it and the other person stands there with his mouth hanging open like a fish out of water. It's only a mild case of shock and he will recover quite nicely.

One word of warning—don't ever try to see someone else as a person if you're afraid of the unknown. Or if you don't want to be exposed to new ideas or concepts. Or if you're afraid of having parts of yourself shattered. There's nothing more fragile than what's behind all those protective masks people wear. That's why it is so hard to see others as persons and to let others see you as a person.

It's a slow fumbling process, seeing someone as an individual. Only one mask at a time comes off. There's a certain amount of risk involved because each mask removed means less protection and more hurtability.

But, and if you'll pardon a little intellectuality here, psychologists seem to agree that the more we protect ourselves from pain and hurt, the less chance we have for pleasure and joy.

No greater privilege can be given than the trust of being allowed to see someone as a person. No greater risk taken than allowing yourself to be seen as a person. No venture more rewarding than that shared by those who see each other as persons.

Try it—if you've got the guts.

'The Barber of Seville' . . .

Opera gave positive assertion to arts

by Rich Crockett

Monday night the Lecture-Music Series presented the first full scale professional opera to be given at GC. Judging the response to "The Barber of Seville," it seems that The Canadian Opera Company has provided the campus with the most memorable L-M performance since Robert Shaw presented "The Messiah" in 1966.

In the past week it has become noticeable that criticism of the arts at GC lies very close to the emotions of many people. However, it should not be overlooked that criticism implies not only negativism, but also an assertative positivism. The performance of the Canadian Opera Company is a good example of the latter.

In a good performance it is difficult to single out solely those events which make the performance outstanding; but in the event Monday evening the air of professionalism was immediately apparent even to the lay listener, as opposed to the tenuous professionalism of the Camerata Chorale the preceeding Thursday.

Professionalism implies an aptitude to adapt performance to meet the needs of the immediate audience. Admittedly most GCers are not inveterate opera buffs (this writer included), and it is to the credit of the Canadian Opera Company that they could present a medium like opera and make it understandable to a group of people not versed in the idiom.

The comany made the opera enjoyable and understandable in several ways: the acknowledgment of our applause as it occurred, the presentation of the libretto in English, the very-well-done comedy, and most important, the attitude that the whole production had done as well in Goshen as in New York.

These are a few items that made the performance striking, the precision and ensemble of the orchestra, which though small provided the fire and verve for which Rossini's orchestrations call.

The characterization of the parts was also outstanding: a robust Figaro and an amorous count came across with effectiveness, but by far the best characterization came from the cranky Dr. Bartolo, who provided enough goodness and mischief to make the entire situation human.

This unique and educational experience of pulling together the musical arts and the dramatic arts is one worth repeating and the Lecture-Music Series could only do well if it considers bringing back this type of event in the future.

The Goshen College Record

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New exhibit shows work of artist-priest

by Joan Kropf

The current exhibit of sculpture and drawings in the library art gallery is the work of an artist-priest. Rev. Anthony . Lauck, C.S.C., a professor of rt at Notre Dame since 1950, as earned degrees in both fine rts and theology.

This unusual combination of nterests evolved over a number of years. Lauck's initial raining as an artist preceded is decision to take Holy Orders. He studied art at the John erron Art School and received diploma in fine arts for sculpure in 1936. Several years of dditional advanced training ith professional artists followd, during which time he comiled an enviable record as a culptor and painter.

Then came the decision to nter the priesthood. As Father auck explains it, ". . .I came to eel a great love for, and a disnct call to, this kind of life. As he conviction grew. . .this took n so much importance that I as of a firm mind to set art side entirely if that were the est way of taking up the priestood and religion. The lifetime ffort of trying to develop rowth of spiritual beauty in living souls simply seemed more and more important than trying to create hopeful beauty on canvas or in stone."

Happily, his entrance into the religious life did not mean an end to his artistic ventures and contributions. Instead, he joined the two together so that, in his words, "Working at art is working for God. Sincere effort to discover beauty in design should carry with it the spiritual result of discovering a divine beauty in the soul of man."

That feeling shows plainly in the decidedly religious overtones evident in his work. Simply glancing at the list of titles of his works on display confirms that fact. The exhibit is not comprised completely of religious works — among the nonreligious pieces are two enchanting glazed stoneware wren houses — but the majority of his work reflects a definite religious influence.

Father Lauck's record as an artist is impressive. His works have won numerous awards and are scattered across the country in various museums and private collections. He has also designed a magnificient series of slab-glass windows in the library and chapel at Notre Dame.

Everything he has done evidences his attempt to learn what he calls "the plastic, mute language which the masters have spoken through the centuries, not with words, but with line and form and color, with paint and bronze and stone."

by Gail King

Art exhibit begins

Father Anthony Lauck with sculpture. Father Lauck's exhibit of Sculpture and Drawings will be on display in the art gallery through March 1.

President Mininger visits SST sites

GC President and Mrs. Paul Mininger have egun a two-week visit to SST sites in Central merica.

The Miningers left February 6 and will return ebruary 22.

They will spend three to four days visiting SST ites in Costa Rica, Nicaragua, Guadeloupe and Jamaica.

This is the first visit President Mininger has made to the SST locations, and he outlined a two-fold purpose for his trip: (1) "to evaluate the extent to which our original SST objectives are still valid," and (2) "to evaluate SST's progress in light of this earlier vision and determine what extent the program should be revised."

Howell House makes numerous changes

by Harley King

Howell House, with the addition of evening meals and a semar, has changed this trimester or the better. A third external hange has been the loss of ree members and the addition f one.

But the biggest change has een the internal development f unity and concern. While 's hard to know the exact ause of this unity, many of the nembers feel that eating meals gether has played a vital role.

Last trimester the group ate nly one meal a week together. his semester the seven evening eals are eaten together. The eals are prepared by two difrent people every week. Two ther people clean-up for a eek.

The seminar, officially entitled Communal Living," studied ast and current communals nd collective settlements. The ourse is totally set up by the udents with no guide lines to by. Presently, most of the earning has been experienced the area of decision-making nd planning.

Since last trimester Wendy randt dropped out of the exeriment, Jerry Rogers graduatd and Kathy Waltner dropped ut of school: Scott Barrett just oined the group.

by Gail King

Matthies to present recital

Cornelius Matthies will present his senior voice recital at 3 p.m. Sunday, February 15, in Assembly Hall.

His recital will consist of four sections: (1) late 14th century French secular songs, for which he will be accompanied by a cello and bass recorder; (2) selections from Brahms Lieder; (3) Benjamin Britten's "Holy Sonnets," by John Donne; and (4) selections by Ralph Vaughn Williams, accompanied by a violist from the South Bend Symphony Orchestra.

Mr. Matthies is also an instructor in voice and directs the Collegiate Choir.

Fontilla to perform here

by June Herr

"Soul, rock, jazz, spiritual, a little bit of everything" are the types of music Fontilla Timmons says she performs.

She will sing here on February 27 and 28 with her back-up group on guitars, drums and bass. Their repertoire includes such numbers as "California Dreaming," "Eleanor Rigby," "Summertime," and "Born Free."

Fontilla originally performed at the Bitter End Coffee House in New York. She then agreed to go on concert tour for the Coffee House Circuit in Illinois and Indiana schools. GC will conclude her tour.

GC had anticipated a performance earlier which was postponed when the group folded several hours before its Purdue concert. Fontilla has since reorganized her group and is continuing the tour.

P. Mark Smucker, chairman of the Social Commission, says he's "pretty confident that it will be the same quality performance as before the Purdue difficulty. She's been known to give excellent concerts and is used to overflowing crowds."

He expects Fontilla to go over big at GC because kids are getting tired of listening to folk music.

The Friday night performance will be a formal concert in Assembly Hall for which tickets will be $1.00 a person, $1.75 a couple. Tickets will go on sale February 23 in the Business office.

Saturday night she will sing in the gym in a candlelight coffee house setting. Admission will be charged at the door.

Shenk receives award

Rhoda Shenk, a freshman at GC, has received first place for her speech "How To Love My Neighbor" in a contest sponsored by the Elkhart County Council of Churches.

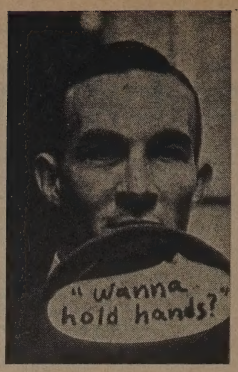
She delivered her speech on WSJV-TV last Sunday evening.

Thanks Girls

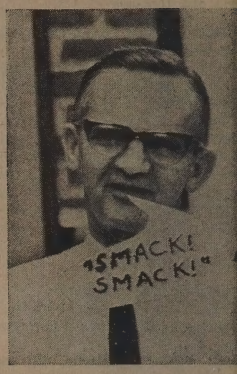
for the fine flirp

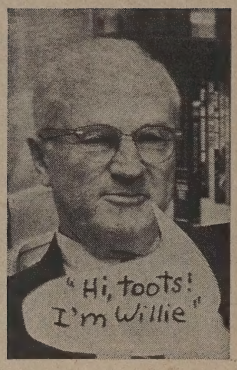
weekend

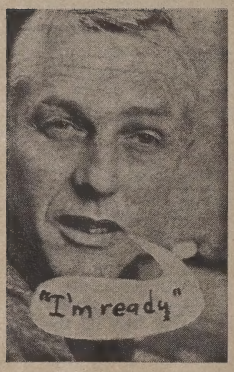
3RD NORTH YODER GUYS


"wanna hold hands?"

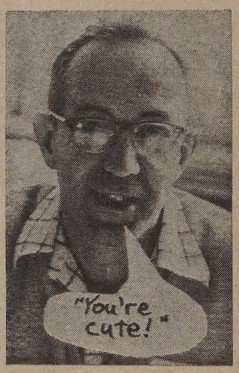
"Cool it, honey"

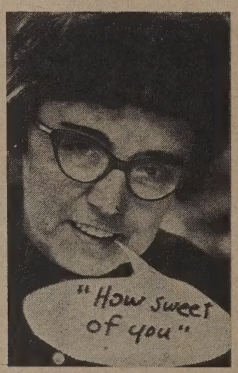

"SMACK! SMACK!"

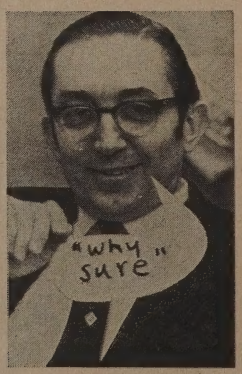

"Hi, toots! I'm Willie"

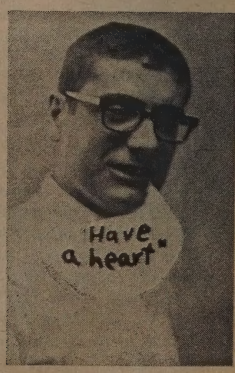

"I'm ready"

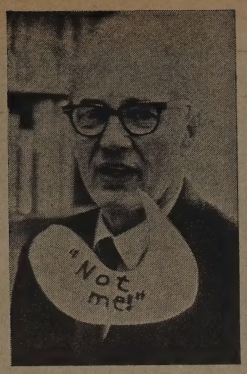
Happy

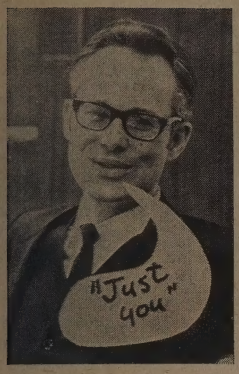

"You're cute!"

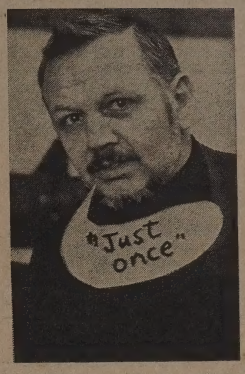

"How sweet of you"


"why sure"

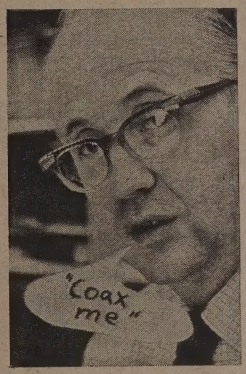

Have a heart"

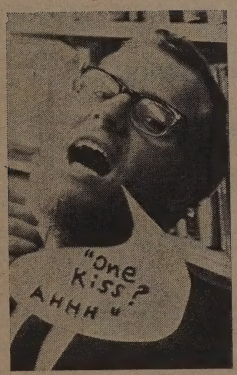


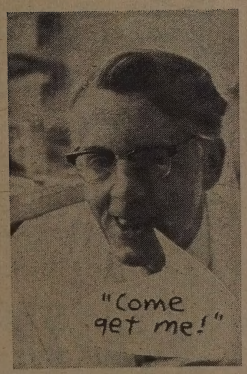


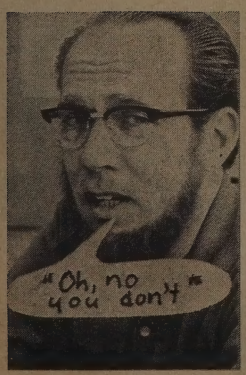


Day









photos by Mark L. Smucker and Gail King

Church music conference to be held here May 1-3

by Luann Habegger

The Goshen College music department is planning a weekend conference on church music as part of a church music seminar. The conference will be held on campus May 1-3 and will focus on hymns, organ music and recent trends in church music.

The Mennonite Hymnal, which was released last year, will serve as the source for the hymn study. Dr. John Ruth, professor of English at Eastern Baptist College, minister in the Franconia Conference and a member of the Text Committee of the Hymnal will address the conference on hymn texts.

Prof. Mary Oyer, executive secretary of the hymnal project, will provide information on the steps involved in making a hymnal. There will also be numerous singing sessions. Participants will have at their disposal the J. D. Hartzler collection of approximately 2500 hymnals, which are located in the Harold and Wilma Good Library.

Making use of the new Walcker organ, the conference will also direct its attention to organ music, especially the hymn prelude.

Mr. Myron D. Casner, GC organ teacher, will play numerous preludes from various historical periods. The preludes will be based on tunes in **The Mennonite Hymnal.**

The generosity of friends of GC made it possible to commission several composers to compose new preludes for the hymn book. Mrs. Lowell Byler of Hesston College, Mr. Philip Clemens of EMC, Mrs. Alan Kreider of GC and several GC students will perform these preludes.

In addition to the emphasis on organ preludes, Mr. Clemens and Mrs. Kreider will present papers on the various uses of the organ in Mennonite worship services.

The third area of church music to be examined will be contemporary music in the church. Mr. Orlando Schmidt of the Mennonite Biblical Seminary, Elkhart, Indiana, will discuss the new trends and use of modern idioms in church music.

Another feature in the examination of contemporary modes will be the appearance of the University of Illinois Jazz Band at the Saturday night LM.

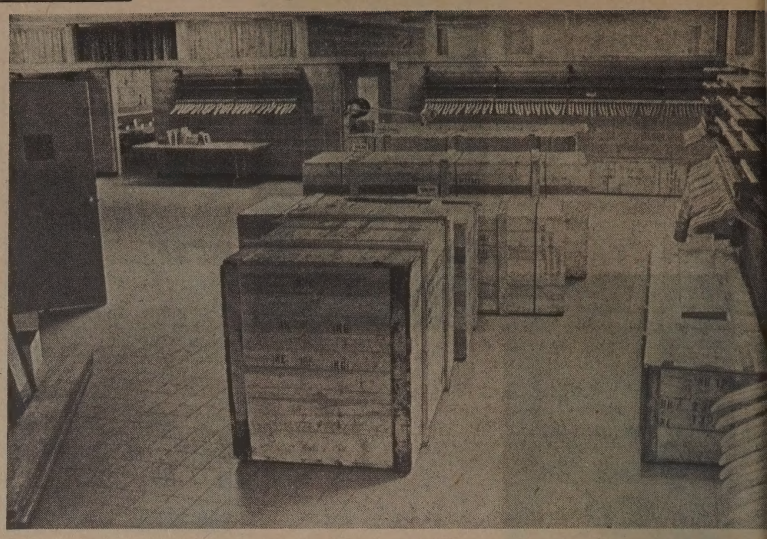
The fee for the conference will be $10 with an additional charge for those desiring to stay in the dorm.

Church musicians, students and other interested persons may wish to enroll for the course, church music seminar, extending from April 27-May 19. According to Prof. Oyer, seminar instructor, the course will be "an extension of the three themes discussed during the conference."

Besides an extensive study of **The Mennonite Hymnal,** the students will have the opportunity to hear Mr. Rudolph Kremer, professor of music at the University of North Carolina, present an organ recital. Mr. Kremer will conduct an organ workshop in which he will listen to students perform.

Another aspect of the seminar will be a study of liturgies. The seminar will draw on the resources of Roman Catholic, Episcopal and Lutheran musicians within a 100 mile radius of Goshen. Special attention will be directed to Ascension and Pentecost since they fall within the course time.

The inclusive fee for the seminar is $195 for students wishing to earn college credit and $105 for auditors.



by Gail King

It's here

These crates, cold and impersonal now, soon will burst forth with warm melodies. They contain the new pipe organ for the Church Chapel and arrived from Germany last weekend. Installation is scheduled to begin immediately.

'Women in Church' to be lecture topic

"The Role of Women in the Church" will be the theme of The Conrad Grebel Lecture Series this year.

The lectures will be delivered by Dr. Lois G. Clemens of Lansdale, Pa., an educator and member of the GC Board of Overseers.

The series of four lectures will begin at 7 p.m. Sunday, February 15 in the Church-Chapel. The remaining lectures will be delivered at 8 p.m. Monday, Tuesday, and Wednesday evenings, February 16-18.

Dr. Clemens graduated from the Goshen College Academy shortly before it closed in 1932.

She joined the faculty of GC in 1939, but went to France in 1941 as a relief worker under the Mennonite Central Committee. Interned in Germany for several years during the war, she later returned to the GC faculty as professor of French and Spanish.

In addition to serving on the Board of Overseers, Mrs. Clemens is editor of the **Voice,** the official organ of the WMSA of the Mennonite Mission Board. She is also a part-time faculty member at Temple University.

The Conrad Grebel Lecture Series is an annual study of some topic of interest and value to the Mennonite Church.

In commenting on the lectures, Dean Carl Kreider noted that they have been 'very significant in developing thought in the Mennonite Church."

Visitation bill

continued from p. 1

was less favorable.

Junior Mark L. Smucker, who along with Joy Kauffman and Al Glick and Randy Snyder spearheads the campaign, is optimistic about the direction of the spirit of the bill.

He says that although the future for the bill at this point is not very promising, there are other channels through which to work. On meeting the students, deans and head residents, representatives of the proposal were informed that it is now possible for inter-floor parties on any dorm floor with the permission of the head resident.

Although this entails floor-participation rather than small-groups, Smucker feels it is a place to start. "Our idea is not new," he adds. "It is an outgrowth of the Standards of Our Life Together."

The proposal states that open-dorm visitation is not an end in itself but that it seeks to implement the purposes o the proposal.

"The spirit of the new Standards of Life underlies our efforts in making the following proposals and is therefore an inherent part of their implementation."

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MEMBER FDIC

Sports Static

by Bob Mullet

To comment about basketball at all when he Grace game falls between one's deadline nd the printing of this issue is nearly impossible. I felt, however, that the Leafs did make good showing last Saturday in their 83-58 riumph over Huntington.

It's uncertain whether the low 27-27 half-time score was attributable to the Huntington defense or a Flirp daze, but the 56-point econd half effort was more like the Leafs of old.

The girls also won easily, of course, with a 60-29 romp over alparaiso. They are traveling to Purdue for a sports day in the ot-too-distant future where perhaps they will find out how good ney really are.

Insatiable soccer fans, with the direction and encouragement f Coach Ingold, have developed a new sport—indoor soccer—which, lthough it does not appear destined to become the greatest spectator sport in the world, has proved to be a good entertainer and onditioner for those who couldn't bear the thought of going all inter withut kicking a few.

The problem with spectators would be obvious to anyone who appened to stray into the gym during one of the games. Rule 3b f the Ingold Code states that "The playing area shall be defined s that area lying inside the gymnasium, with the exception of the eiling." That doesn't leave much room for spectators.

Despite the limited playing area and the use of a lighter volleyall, the game does give one a good taste of the outdoor sport and he emphasis it places on passing and control should be beneficial.

There are a few elements, such as the use of the ricochet pass nd the making up ot rules as one goes along, which are not found utdoors, but they often add to rather than detract from the game. he blister, exhaustion and physical contact are very present, alough sliding tackles often do more damage to the slider than the ackled, which is Wib Zook's loss and our gain.

All former G Council members everywhere will no doubt be stounded to learn that the lettermen's club, finally, after years of romises, promises, took some definitive action—namely a trip to hicago to see the Bulls and New York Knicks.

This action has been planned, talked about and promised longer an withdrawal from Vietnam, but in prior years just didn't seem o get done. My personal evaluation would be that it was an exerience that bears repeating, and I'm keeping the weekend of the CAA basketball championships open just in case.

—by Gail King

Linda Miller drives for a lay-up in a game against Western Michigan University as her GC teammates Jan Schrock (20) and Mary Hartzler (12) watch.

Two points

All but Alcindor . . .

Girl's basketball team keeps winning

by Carolyn Horst

GC doesn't have an Alcindor, but it has a Swartley, Hartzler, Stoltzfus, Miller, Roth, Kauffman plus a bench that sees more action than UCLA's ever did. If GC can stay healthy, they can increase their 18 game winning streak to . . .?

On Saturday January 31, the weaker sex entertained Taylor University. Entertain they did. Linda Miller and Jan Schrock put on quite a show for the home fans, scoring 16 and 10 points respectively. Most of these points were results of their now famous fast break.

Sharon Swartley did an outstanding job on the boards, besides dumping in 13 points. The final score was 76-17, with the second team playing half the game.

Three days later, again with a home court advantage and a cheerblock supporting them, the Girls took both a "B" game (41-32) and an "A" game from their ever fearful rivals, Western Michigan, (60-43).

Mary Hartzler and Rosie Stoltzfus played their usual "good" games, with Swart helping out on defense blocking shots. Jan Schrock was again high scorer with 18 points.

Linda Miller, playing for injured Rachel Kauffman, was smoother than ever, scoring 14 points.

Vicki Mester tallied a game high of 21 points for the "B" team with ever improving Rose Kettlebar helping with 9 points and numerable rebounds.

The remaining games of the season are road games. Using up more road mileage than tape, the "Fearsome Five" plan to bring back more victories to GC.

Graduation activities to be same day

Baccalaureate and commencement ceremonies for graduating seniors both will be held on Sunday, April 19 of this year.

This schedule will make graduating exercises one day shorter than in past years. Formerly baccalaureate was held on Sunday and coomencement on Monday.

By combining both ceremonies into one day, the formal Presidential reception for graduating seniors and their parents will be omitted.

According to J. B. Shenk, Acting Director of College Relations, the condensed schedule will make it "more convenient for graduates and their parents."

The proposal to make baccalaureate and commencement a one-day activity emerged in the Commencement Planning committee, and received strong support in a poll of graduating seniors.

The traditional Nurses' day program will be held Saturday afternoon, April 18. President Paul Mininger will preach the baccalaureate sermon at 11 a.m. Sunday, April 19.

At 3:30 p.m. commencement activities will be held. Dr. Martin E. Marty, author, professor at the University of Chicago, and associate editor of the Christian Century, will deliver the commencement address.

Fast Break

by Carolyn Wolf

here he goes, running.
unning down the floor.
luscles contracting.
yes straining,
reath rushing,
weat pouring.
oordination,
alance,
nd Hope.
eaching
is goal,
e goes in,
or a—
ayup—
ND. . .MISSES.

anguage requirement ropped for B.S.

Candidates for the B.S. degree at GC no longer must complete foreign language requirements.

The recommendation to eliminate language requirements for he B.S. degree in education and ursing was drawn up by the reign language faculty, and pproved by the Curriculum and nstruction Committee.

In making the recommendaon the foreign language facty expressed concern that reater emphasis be given to ng-sequence foreign language udy of at least four college rms in length and possibly inuding one term in a culture here a foreign language is poken.

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SEA offers valuable foreign experience

by Doug Risser

Doug Risser has completed three years at Goshen College and currently is completing his senior year's credit in the Latin America Service-Education Abroad program (SEA), a program combining a year of college education with two years of PAX-type service. He invites inquiries about SEA. His mailing address is Casilla 741, Cochabamba, Bolivia.

6:15 a.m. and comes the rapping at the window. Up and at 'em as I open my small general store here at Bella Vista Boy's Home; 14 hours to go as store clerk, bakery supervisor and nursemaid to thirty-odd (or thirty odd) boys.

My partner, GC junior Frank Hartman, sleeps on, but not for long. He gets around and goes out to supervise his "slave labor" in the garden.

Life is unhurried though harried at times. That bed at 8:30 really feels good. Then there's the free weekends when we hit Cochabamba for our tutored Quechua lessons and a few days of relaxing and regaining sanity.

So goes the service part of Latin America SEA in Bolivia. In July we start our six weeks of full-time study again, this summer studying the fine arts in Latin America and Latin American history.

The classes last year were great; economic development of Latin America and the church in Latin America both took on a relevancy that I had never realized lacked in campus study.

Studying doesn't stop when the two 10½ month service assignments begin. One follows his choice of independent study, as Frank and I have chosen to study Quechua, the language used most in Bella Vista.

After eight months the unusual has become the everyday. No longer are we visitors without roots; our roots are down and we're growing and maturing. Things that bothered us have become insignificant and routine.

No more are we overcharged when we buy. We've bought the sandals and stored away the shoes. We eat our boiled potatoes and remember how we griped about the meals during the language study in Costa Rica. We think of the food we'll miss when we get back: The 16c banana splits, fresh pineapple, fruit juices, papaya, saltenas, empanadas . . .

We draw our water from the same stream we wash up in; we write our letters by candlelight. We realize that when we return, we'll grimace every time we lay down $1.75 for a haircut or $2.00 for a movie. We start writing in English and end up in Spanish. The **Cochabambinas** look better every week-end. It takes several months, but life runs smoothly now.

I believe SEA to be the most rewarding means of fulfilling the GC requirement of study abroad. Through SEA one gains roughly 30 hours of college credit spread thin through the social sciences-economics, sociology, history, language, religion and fine arts, in addition to ones choice of independent study. The courses for the Congo SEA program are similar but with an African emphasis.

The important contribution of SEA is the effect it has on one's life. Many change majors and life plans; others change values and life styles. One becomes more open-minded. From SEA develops a view of life in the States that is only learned from study about a foreign culture and then living in it enough to go completely through culture shock.

For the fellows, SEA serves as alternative service, and a fulfilling service at that, though the program is not solely for the males. In my case, SEA interested me two years ago after a summer in a pilot SST project. I hope others become so inspired by SST that they'll look into such possibilities as SEA.

SEA is a program unique to the Mennonite colleges, though of course one doesn't need to be Mennonite. The sad fact is that SEA lacks advertisement as there remains on the GC campus professors (student "advisors") who have never heard of the SEA program. Goshen College has one of the most forward thinking programs of international education in the country, but the students need to be informed of all Goshen College programs.

Dried egg cleaner . . .

Chester Larimer: teacher-custodian

by Luann Habegger

Who is the man scraping dried egg off the library windows? Who is the man that arouses one from one's study with the vile smelling cleanser he sprays on the study carrells?

Mr. Chester Larimer, 65, has served one year as the custodian of the Good Library. When Chet was a youngster, he thought he was lucky if he could travel from his home in Fish Lake, Indiana, to Goshen once a year. Now he drives his truck from Millersburg to Goshen at least five times a week so he can begin work at 6:30 a.m.

In addition to his 40 hour week job at the library, Chet frequently paints homes on Saturdays.

Until last year, Mr. Larimer supported himself through his painting business, Chester Larimer and Son. For reasons of health, Chet was forced to seek other employment. Besides his painting and custodial duties, Chet has also farmed and driven school buses.

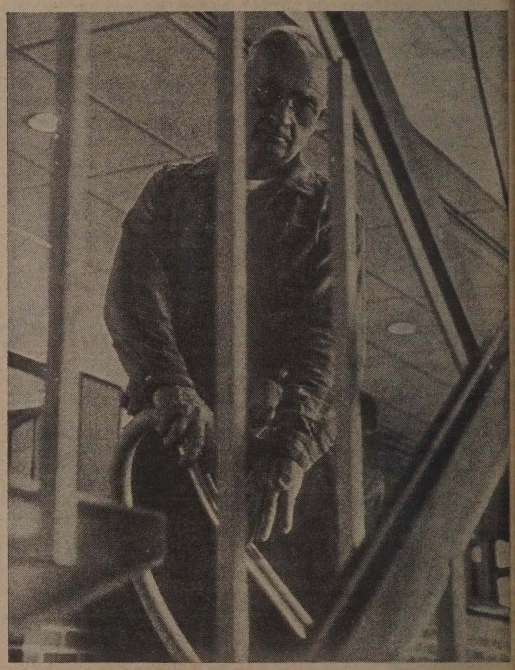
Unlike many men his age, Chet graduated from high school. His first eight years of school were spent in a one-room school. When he entered Millersburg High School, he no longer could walk to school so he drove the horse-and-buggy six miles to Millersburg. He recalls enjoying his math and history courses but disliking English classes.

After graduation Larimer attended what is now Ball State University for 1½ years. At the time an individual needed only 12 weeks of college in order to begin teaching school.

Although Chet had intended to teach school and would have had enough education to do so, he changed his mind during his college days and decided to earn his living by painting.

Chet looks at education pragmatically. He believes that many students who go to college do not make use of their education after graduation. He stated, "Education is all right, but it looks to me like there are too many students. Someone has to do the hard work."

Larimer believes that students today are more mature and better informed. Commenting on the GC student, Larimer said that "most of the students are courteous."



Chester Larimer
"doing the 'hard work' "

Profs to attend workshop

The American Association of Colleges for Teacher Education has set February 25-28 as the dates for their annual workshop.

Profs. Mary Royer, Mary Nafziger, S. L. Yoder, Beth Berry, Jacob Swartzendruber and Perry Miller will represent GC.

The workshop is to be in Chicago and will share ideas on improving teacher education.

Lectures and small group discussions are programmed, with Hubert Humphrey as one of the guest speakers.

International students are to be included in the last meeting.

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Profs' salaries: to low? . . .

The GOSHEN COLLEGE Record

. . . See feature on pp. 4-5

VOL. 79 GOSHEN COLLEGE, GOSHEN, INDIANA 46526, FRIDAY MARCH 6, 1970 NO. 10

'Our Town' to premiere tonight

—by Gail King

On stage **Student coordinator Dave Huneryager discusses Our Town detail with Director Roy Umble prior to premiere.**

by Dave Huneryager

Tonight the Goshen Players will stir memories in the minds of theatre-goers as they present Thornton Wilder's "Our Town".

Knowing that the only memories many people have of this production are bad high school actors, Dr. Roy Umble and his group have been working to make a fairly simple, obvious and unashamedly sentimental story line into something palatable to even the intricate GC mind. The result of this effort promises to be quite enjoyable, especially if the audience knows what to expect.

Expect lines you've heard at home since you were able to talk: "George, you'll be late for school." Expect cliches you thought were long forgotten (or perhaps should be): "it's rainin' cats and dogs".

And expect to be thoroughly entertained by people you have always known. This "genuine" quality of the people in Grover's Corners is what has given "Our Town" its revival, and it offers proof to the well-worn philosophy that although the world always changes, people never do.

Romeros to present Mar. 16 L-M

The Romeros, a father-sons ensemble of Spanish guitars, will present the seventh Lecture-Music number Monday, March 16.

The ensemble consists of Celedonio Romero and his three sons Celin, Pepe and Angel. They specialize in classical music.

The Romeros left their homeland of Spain in 1957 and began concertizing in the United States in 1961. Since then they have performed before over 600 North American audiences.

They also have made television appearances on the Ed Sullivan Show, the Today Show, and Tonight and have made a number of recordings.

As guest artists, the Romeros have performed with the Honolulu Symphony and the Dallas, San Antonio, Hollywood Bowl and Cleveland orchestras.

A concerto for four guitars and orchestra by the Spanish composer Joaquin Rodrigo was commissioned for the Romeros and was premiered at the San Antonio HemisFair Celebration in 1968.

Study Day focuses on 'environment'

by Gail King

Friday the thirteenth, the traditional day of mythical malevolence and foreboding, adds perhaps an additional doomsday specter to the All School Study Day which falls on that date this month.

"Our Environmental Crisis", the topic of study, is, however, less than mythical.

As the recent issue of **Saturday Review** stated, "Each day brings to light a new ecological crisis. Our dense, amber air is a noxious emphysema agent; farming — anti-husbandry — turns fertile soil into a poisoned wasteland; rivers are sewers, lakes cesspools, and our oceans are dying."

It is with what man has done to create and what he can do to correct the world's ecological imbalance that the Study Day is concerned.

The Study Day will be preceeded by the evening showing, Thursday, March 13, of the NBC film, "Who Killed Lake Erie?" A color feature of hour length, the movie will be shown at 7:30 and 9:00 in the Assembly Hall.

Friday morning at 8:30, Dr. Thomas C. Griffing, a biology professor from the University of Notre Dame, will introduce the concept of ecological systems and the balance of life. The second morning session at 10:00 will feature Dr. Philip Heffner from the Lutheran School of Theology in Chicago speaking about the religious reasons for correcting the environmental problems.

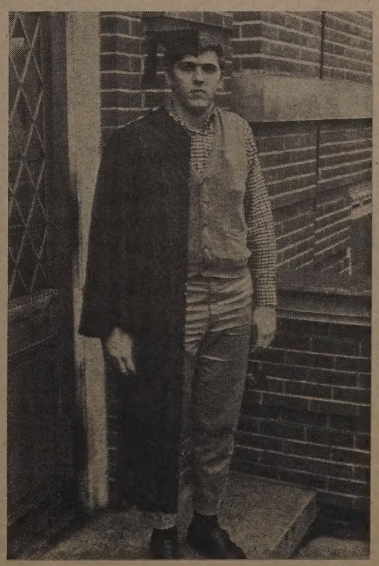
After a brief recess, sessions will resume at 11:00 with a panel discussion among Dr. Griffing; Dr. Heffner; GC profs, C. Franklin Bishop and C. Norman Kraus; and Dr. Chiscun, a geneticist from Purdue University. The discussion will revolve around what can specifically be done to correct environmental damage and how the world of science and religion can cooperate in such a venture.

Dr. Chiscun will begin the afternoon meetings at 1:00 speaking in more detail concerning the types of pollution that man has created and what social implications exist in ignoring the problem.

At 2:30 the discussion will continue among smaller groups of interested persons although the exact topics have not yet been decided upon. This session ending at 3:30 will conclude the Study Day.

The schedule of events and the exact topics for presentation are not yet final and are subject to last minute change. Also, the matter of required attendances had not yet been decided. Advance notice will be made of the final schedule and format.

To wear or not to wear?



by Gail King

Will the traditional graduating garb of cap and gown be worn by this year's senior class, or will it be discarded as an outmoded tradition and an illegitimate attempt to enforce conformity? For an examination of this question, please turn to page 3.

Goshen College editorial page

The Record

Visitation bill a worthy measure

The bill to permit limited dorm visitation on an experimental basis, introduced into Senate Wednesday, is a positive and creative step toward improving personal relationships on the GC campus.

It emerges out of a year-long dialogue over the meaning of our campus relationships, and symbolizes a wholesome desire among many GC guys and gals to bridge the frightful chasm which separates them.

The bill for 14 weeks, would permit inter-dorm visitation from 8 to 11 p.m. on Friday and Saturday nights, and from 1 to 5 p.m. on Sunday—times limited enough to minimize invasion of privacy, yet appropriate for informal socializing to be most meaningful.

Furthermore, sponsors of the bill wisely made provision for a four-week evaluation of the experiment by Senate, which probably would determine whether the bill should be proposed as a permanent campus policy.

Because it comes at a time when many at GC hunger for more meaningful personal relationships, we believe that the visitation bill should be passed by Senate.

We recognize the potential problem the measure could create—particularly, the adverse reaction in the constituency (although a concerted effort to help the constituency understand the bill's nature and purpose could help forestall criticism).

But though there be problems, let us rejoice that "the quality of relationships"—the foundation of our **Standards of Life Together**—has assumed a new importance among many GC students. The visitation bill seeks to provide an informal structure in which new relationships might be formed and in which existing ones strengthened.

By passing the inter-dorm visitation bill, Senate not only will enact the wish of the great majority of GC students but will move GC a step closer to the life-style envisioned by the Standards.

—P. B.

On caps and gowns

Funny, isn't it, how an issue can mean different things to different people.

Take caps and gowns, for instance.

Yes, they are a hangover from medieval days, and do impose a conformity on those who wear them. And indeed, their rental fee could easily go to a much more humanitarian cause.

And yes, ceremony and tradition have value, and, if one is really concerned for the underprivileged, dollars saved by foregoing a senior trip to Chicago can go just as far toward meeting need as can dollars saved by shedding the cap and gown (and farther, because there would be more of them.)

BUT SO WHAT!

The cap and gown issue is symbolic, all right—not, however, of a tradition-bound majority or of a change-conscious minority, but of the exaltation of trivia.

Really, now, with Vietnam and Biafra still tragedies, with cities rotting and air stinking and races hating and babies starving one would hope that the seniors could leave GC with a vision somewhat broader and a purpose a bit sturdier than the hemline of their commencement apparel.

But let's give those seniors—on either side of the issue—to whom caps and gowns are an ultimate concern the benefit of the doubt and call their malaise SENIORITIS.

Then their childlike banter will be more understandable.

Student counseling: beyond dessert

GC has taken the initiative in several educational programs but has failed to catch up with current college trends in student counseling.

A freshman first meets his faculty advisor at the advisor's home during Freshman Orientations Days where he is served dessert. After this social hour, the freshman may only come in contact with his advisor during his pre-registration appointments.

During these appointments the student is frequently frustrated because his advisor does not seem to know, or fails to inform him of certain needed requirements. This may be attributed to the assignment of various students to professors outside their academic interests. Although a large percentage of GC students are in the teacher education program, some advisors are still unfamiliar with the special requirements for certification.

Even though each person's education is understood to be his own responsibility, the student, especially the freshman, needs to receive guidance in the way in which he can best meet the requirements and profit most from his education.

Since some advisors appear uncertain as to academic requirements, it is not surprising that there are students who are reluctant in approaching them concerning personal matters.

Obviously this is not always the case. Many faculty advisors along with the deans of students, director of student finances, the registrar, the campus pastor, the head residents and the college physician provide valuable services. But there is one drawback: they are associated with the "Establishment."

The student attached to drugs may hesitate in discussing his drug problem with one of these counselors because he realizes that he will be putting the listener in a difficult position. Both the law and GC prohibit the illegal use of drugs. What is the counselor's responsibility in this case?

Rather than force a counselor into this position, the student may prefer talking to an "outsider." This "outsider" could be a psychologist. Several Christian liberal arts colleges in this area have provided such a service to students for a number of years.

Bluffton College has employed a psychologist part time for four years. A clinical psychologist has served the Manchester College community three years on a part time basis. In addition, a psychiatrist comes to the campus once a week and is available at other times for phone consultation. Wheaton College presently employs a psychiatrist part time and has a contractual relationship with a near-by psychiatric clinic. In the case of all three colleges, these counseling services are covered by the students' tuition.

We recommend that a psychologist, possibly from Oaklawn, come to the campus once a week. A phone consultation system similar to Manchester's might also be beneficial. The conferences between the psychologist and student would remain confidential unless the student agreed to have the information released.

The talk this trimester has again focused on "community." A community's strength is reflected in its ability to see its own limitations and its willingness to call upon outside resources for assistance.

We hope that administration and faculty will reevaluate the present counseling services and search for additional ways of meeting today's GC student.

—L. H.

No cream and sugar, please . . .

'The Other Wall' begins to emanate more steam

by Lowell Miller

Good poetry bubbles like a boiling teapot. The February issue of **The Other Wall** finally does more than merely hint at giving off a little steam. This issue emanates a lot of steam with even a hint or two of a boiling bubble.

Most of the poems are not finished, meaning, they need another visit to the teapot to give them strength. They need more fire to give us some scalding content. Make it hot enough to sting, with a flavor that lasts.

Besides artistic quality, there must be a purpose. If **The Other Wall** purports to be an underground newspaper, its editors might as well turn off the stove. What **The Other Wall** contains is a little "art for art's sake" and some social commentary.

In the necessary fusion of literary art and social commentary (if these indeed are the two intentions of the Wall's staff), pages one and four of the February issue pour us the best tea that **The Other Wall** has brewed.

Sell us another dime's worth, but without the cream and sugar, please.

GCCG officers chosen

Winners in this week's GGCG elections were as follows:

SENATE—Dean Schertz, President; Mark L. Smucker, Vice-President; Pat Massanari, Secretary; and Larry Steider, Treasurer.

CULTURAL COMMISSION—Dennis Byler, Chairman; Sue War, Vice-Chairman; and Verna Hostetler, Secretary.

SOCIAL COMMISSION—Carol Byler, Chairman; Allan Kauffman, vice-chairman; and Carolyn Clemens, secretary.

from the basement . . .

by R.A.T.S.

Caps and gowns are not the issue

Know what's funny—really funny? The whole issue of caps and gowns. That's right, funny, in a pathetic way, that is. The United States is rapidly descending toward Hell, and we get all up-tight about caps and gowns.

I was contemplating taking an entire column to say that the whole thing was just plain stupid. But why take all that space just to say three words.

If you really want to get hold of something to twist your heart in knots, heave your stomach upside down and blow your mind, listen to Dick Gregory's album, **Dark Side, Light Side.**

You want to change a system? Don't mess around with caps and gowns. Take on the educational system. Do something about the fact that institutions of higher learning are in reality institutions of higher programming.

That's right. Institutions of higher programming. Learning fell by the wayside some time ago. Nowadays what happens is that a bunch of facts are shoved into the brain and must be spit out again in precisely the same way they went in. This is learning? Computers and parrots are trained that way, too.

You want to change a system. Tackle the one that creates a bunch of unfeeling, individualistic, self-centered things. It all begins right here with that fierce competition for good grades. What are grades? They go on transcripts. What are transcripts? They get us into grad school and that gets us a better job and everybody knows that in order to eat you've got to have a job. As Gregory says, "When was the last time you heard of a gorilla starving? Ever see a gorilla with a college degree?"

If changing the educational system isn't your bag, try another part of the white racist institution that is killing this country. Like the part that tells Blacks to practice non-violence while that institution insists on legalizing the most devastating kinds of weapons?

What right has that institution to kill Blacks by sending them off to Vietnam and then denying them freedom in the U.S.? What right has that institution to judge all peoples by its own cultural standards? Who gave us the right to play God?

But then, if the only issue that can get action is caps and gowns, and nobody minds being programmed to fit into an insane society, ain't nobody gonna tackle all those white racist institutions that we didn't create in the first place anyhow.

And all those nice little phrases like "concern which symbolizes the social environment confronting all of us" and "the question of stewardship" and "ethical problems concerning some students" because we pay $3.75 to rent a cap and gown will continue to create a safe, protective smoke screen of words that hide our lack of concerned action.

The Goshen College Record

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Variety in next L-M season

by Joan Kropf

One dramatic performance, one lecture, and five musical performances will comprise GC's 1970-71 Lecture-Music Series, according to Prof. Al Albrecht, chairman of the LM committee.

The Gregg Smith Singers, comparable to the now-disbanded Robert Shaw Chorale, will perform October 17. They are a choral group, and specialize in singing antiphonally.

Scheduled for October 31, the second performance in the series will be given by McHenry Boatwright, a black bass soloist. Pianist James Dick will appear November 13, concluding the fall trimester portion.

Two events are scheduled for February. Early in the month, the National Players, who have appeared previously at GC, will present George Bernard Shaw's "Arms and the Man." The atlanta Symphony Orchestra, conducted by Robert Shaw, will appear February 18.

Wells Hangen, who is employed by NBC and based in Hong Kong, will lecture on March 5. Mr. Hangen is NBC's foremost China-watching expert, and is also recognized as an authority on Asia in general.

Late March will bring the appearance of Preservation Hall, a jazz quintet from New Orleans. The members of this group, all old jazz masters and all participants in the original jazz movement, will bring a tremendous amount of talent and experience with them.

The committee has, as yet, been unable to schedule any performances for the spring trimester.

Life's like that sometimes

by Stan Miller

On SST in Costa Rica

Oh God, what a day!

I'm empty and aching and I don't know why.

Maybe I'm tired of living in this foreign culture. Maybe I'm tired of living without the things and people that mean the most to me.

I'm tired of having to work so hard to communicate. I'm tired of always being a nice, friendly Gringo.

I'm tired of being on the outside, always yearning for acceptance and approval. I'm tired of feeling the pressure to react positively in all situations when I really want to react negatively.

Have I allowed myself to be poured into a mold? Am I not being the real me?

After work I made my rounds in the town and talked to many friends. It was about the only thing that made the day worthwhile.

I've come to the conclusion that the main reason I like it here is because of the friendships I've formed. Then, what would life be without people.

Thank God, tomorrow is a new day.

Mothers here this weekend

Approximately 170 mothers of GC gals are visiting the campus this weekend.

Their visit is sponsored by W.H.G.A. in an effort to give the mothers a look at GC and to spend some time with their daughters.

A banquet for the mothers will be held at 6 p.m. tomorrow evening.

SST leaders chosen for '70-'71 school year

Leaders for the SST units during the 1970-71 school year have been named.

They are Profs. Theron Schlabach, Roman Gingerich, and Gerhard Reimer; John Zook, Associate Director of Admissions; and Dr. Paton Yoder, Dean of Hesston College.

Dr. Yoder, who will be on leave from Hesston next year, will assume leadership of the Guadeloupe unit in the fall. Ervie Glick presently is directing the unit.

Prof. Schlabach will replace Dan Hess as leader of the Costa Rica SST unit in the spring, and will remain through the 1970-71 school year. Currently he is engaged in language study in Costa Rica.

Prof. Gingerich will asssume leadership of the Nicaragua unit in the fall and will remain for three trimesters. Prof. H. Clair Amstutz currently is leader in Nicaragua.

Prof. Don Clemens has been named to direct the Nicaragua unit during the coming spring trimester.

Prof. Reimer will direct the SST unit in Germany in the spring of 1971. This coming spring trimesttr Prof. Marion Wenger will lead the initial unit in Germany.

Mr. Zook will lead the first SST unit in the Far East in the spring of 1971.

An SST unit also will be held in Honduras this spring and will be led by Prof. Robert Yoder.

According to Arlin Hunsberger, SST coordinator, there is "a good possibility" that an SST unit might be opened in Haiti this spring if there is a large demand for French and Creole languages.

He also stated that spring registration will determine whether or not an English-speaking unit will be opened next year.

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Majority vs. individual? . . .

Senior class discusses importance of commencement and conformity

by Becky Roth

Since the early 14th century, the cap and gown has been the required academic attire in European universities. American colleges and universities adopted the practice in the 1880's, and a Code was drawn up in 1895 as an attempt to establish uniformity of practice among the educational institutions. The American Code recommends that the gowns and caps be black for persons receiving the bachelor, master or doctor's degree—although there are permissible exceptions.

At GC the practice of wearing caps and gowns began 35 years ago for students and three years ago for faculty members—both at student request. For some members of the 1970 graduating class, however, the validity of following the tradition has been questioned. How important is tradition, conformity of attire or even the commencement ceremony itself?

For some students, extremely important; for others, much less so. According to one student: "The fact that the majority of the class is wearing caps and gowns does not make me feel obligated to wear a cap and gown. If, however, the majority of the graduating class would want me not to participate in the commencement ceremonies because I'm not wearing a cap and gown, I'd be willing to do that. Graduation doesn't mean that much to me."

Conformity, rather than traditional attire, seems to be the real issue. Senior class president, Steve Steury, reported that the poll taken to determine graduating seniors opinion about academic attire showed that the majority felt that the graduates should be dressed the same—whether caps and gowns or less formal attire. Apparently there is greater concern for conformity of appearance itself than upholding the traditional costume, although the majority of 60% of the seniors responding to the poll favored wearing the cap and gown.

Regardless of some students belief that the option to-wear-or-not-to-wear is something newly decreed this year by the administration, such is not the case. No policy has ever been written to regulate academic attire, nor will one be written this year, according to Dean Carl Kreider.

He also stated that the issue is really not crucial to the faculty, since they began wearing the traditional attire only at student urging, and he feels that if the tradition becomes outmoded, it can be abandoned. The principal concern is that commencement be a "nice occasion" for all involved.

For those who have decided not to wear the cap and gown, the reasons for the decision are varied, but "being forced to conform" is stated most often: "College is the place where you go

more on page 7

by Gail King

Seniors prepare for voice recitals

These three music majors have been preparing for their upcoming senior recitals.

Sylvia Dyck will perform her recital Sunday, March 8 at 8:15 p.m. in Assembly Hall. Her repertoire will consist of two Symphoniae Sacrae by Heinrich Schutz, four Brahms songs from Romanzen aus Tiecks Magelane, and three songs by American composer Norman Dell Jaio. Accompanying her will be Verna Hostetler at piano and harpsichord and Carol Beechy and Mike Yoder at violin.

Sally Landis will give her recital at 7 p.m. Saturday, March 7 in Assembly Hall. Her selections will consist of fifteenth-century secular songs from Das Glogauer Liedenbuch, Banalites by Francis Poulenc, James Joyce Songs by Vincent Persichetti, and six Goethe Lieder by Hugo Wolf. She will be accompanied by Joyce Moyer at piano, Carol Beechy at violin, and John Enz at cello.

Marianne Driedger will give her recital at 7:30 p.m. Thursday, March 19 in Assembly Hall. At the piano she will perform Pathetique Sonata by Beethoven, and Brahms' Rhapsody. Her vocal selections will consist of Aria by Mozart, Brahms Lieder, and three songs by Duparc. She will be accompanied by Phyllis Imhoff.

When the GC Board of Overseers last month announced that students' fees would take a $250 jump next year, some students jumped too. One reason given for the increase was a plan to raise faculty salaries.

RECORD decided to explore this problem. Is a raise in faculty salaries necessary? Should it be paid by the students? Are there other money sources?

Mike Shank, RECORD feature editor, and Dean Schertz, GCCG president - elect, spoke with some profs, and researched the problem of faculty salaries. Here are their findings and conclusions.

Faculty: 'salaries should be raised'

Record's concern for faculty salaries grew out of a concern for the raise in next year's tuition rates. So it was with a somewhat self-righteous and critical attitude that short questionnaires were sent to the faculty. **Record** wanted to see whether or not a raise was "justifiable".

The three questions were:

1) Do you feel faculty salaries and benefits should be raised?

2) Do you feel present faculty income is keeping high-quality professors from coming to GC?

3) Do you feel higher tuition rates are keeping students from attending GC?

The 53 returned questionnaires contained roughly the following answers:—roughly because all the answers contained some type of explanation:

Question 1: **Yes:** 45 **No:** 2 Ambivalent statement: 6

Question 2: **Yes:** 22 **No** 11 In some instances: 13 Unsure: 13

Question 3: **Yes:** 16 **No:** 10 In some instances: 17 Unsure: 10

These answers are to some extent significant in themselves. But they really become significant when they related to the GC salary scale. And in this respect, all we can say is that the majority of GC students don't have the slightest idea of the sacrifices the faculty is making in order to stay here.

These are the figures taken from the GC faculty-staff salary survey of 1969:

Rank	All Universities Average 9 month salary	All Liberal Arts Colleges 1967-68	Church-related Liberal Arts Colleges	Goshen College Aver. 11 mo. salary '67-'68
Professor	$16,635	$13,857	$12,326	$9,625
Asst. Professor	12,121	11,037	10,079	8,367
Asso. Professor	9,940	9,202	8,560	7,493
Instructor	7,594	7,468	7,140	6,111

These figures mean much more if one considers the high percentage of Ph.D's teaching at Goshen. Some of our faculty members could probably be doubling their salaries by teaching at some larger better-known institution.

Instead, they choose to stay—or have chosen to stay so far. A majority of the returned forms (cf. question 2) claimed that salaries constitute a basic problem in securing new faculty members, and some even reported departures due to the present level.

As some of the forms and a few private conversations with profs revealed the willingness to stay despite these factors is based on the type of college GC still is. But as some have stated, if the trend is to make GC more and more similar to state institutions, if our uniqueness does disappear, then there is no reason at all why parents and students should pay more to secure some education here. Neither is there any reason for competent professors to sacrifice renown, research opportunities and high salaries by teaching in some type of backboneless small college, with no character of its own.

From the survey, one conclusion seems clear: if we are to retain any type of Anabaptist character—and Anabaptist does not necessarily mean Old Mennonite—it will be through the faculty. Students go through in four years or less, and are not the ones who make GC Anabaptist. Furthermore, there probably is no such thing as an Anabaptist freshman, but there certainly are some Anabaptist graduates!

This is the value of GC. When the present salary schedule is interfering with our fundamental reason for existing, then we should obviously raise it. And if the **only** way to do this is to raise the fees, then the fees should be raised with the hope that students will see the value of the education they are getting here.

Does this well-filled student parking lot justify raising student fees to help finance faculty salary increases?

Raises are justified, but where should the money come from?

As a result of the work of the Faculty Salary Study Committee last year, the Board of Overseers has moved to

> ". . . commit itself to the goal of increasing faculty salaries by the 1973-1974 contract year to a level equal to the average salaries paid in that year by church-related liberal arts colleges in the United States, with the understanding that the administration and faculty are committed to exert every possible effort to make the realization of this goal possible through such methods as increasing income through increases in tuition and increases in contributions from all sources, tightening program control, limiting capital expansion, decreasing staff services, and decreasing the ratio of faculty to students."

As salaries and wages do make up approximately two-thirds of the Education and General Budget, this decision will create a profound need to find new and/or increase old sources of revenue.

For the student it has already meant one fairly substantial change— a $250 increase in tuition over a period of two trimesters and one summer term.

For the professor it means one more small step away from an income that is almost unbearably low in relation to the costs of his education and the general cost of living. Working in the context of a "squashed" salary range of $8,000-$11,000, some of the faculty are still trying to pay off graduate school debts while at the same time attempting to support a family.

Seemingly, the need for salary raises is undebatable. But what about the effect on the student, not all of whom are driving he new cars that seem to catch the professor's eyes when talking about raising tuition? Do salary raises have to mean corresponding hikes in the tuition? Are there students that should be coming to Goshen that cannot because of the cost?

Before speculating, it would be wise to glance at a few facts and figures. In the last fifteen years, inclusive fees for attending GC the equivalent of two semesters have risen from $750 to $2,115. The rise in the general cost of living for the same period of time was a 38.3 per cent increase; thus, it can be seen that the cost of education at GC has risen much more rapidly than the cost of living.

However, this information must be balanced by stating that the fees at GC still compare very favorably with other schools of the same type and in many instances, the fees are lower.

Yet, there are still some rather disturbing factors that make the issue a bit more complex. One is that tuition provides well over one-half of the total receipts of the operating budget (approximately $1.7 million out of a total budget of about $2.3 million).

This ratio is higher than for most other schools, and would cause one to wonder whether GC is doing an adequate job of tapping other sources within the Mennonite church (e.g. general constituency, industry, businessmen). Some personnel say that GC is performing well in this area, but that the real problem lies in the existence of a very low endowment fund due to a late start.

Another larger, and in the long run, more crucial problem, is that constituency families no longer have the same concern or sympathy for the values of a Christian higher education.

"Perhaps these values are not worth that much more money," they think as they fill in Junior's application for State.

And unfortunately, many constituents are beginning to lose confidence in the GC program. Many of the actions and thinking of the college campus are being misunderstood; and, if this misunderstanding has not yet caused a reduction in church giving, it is apparent that more and more Mennonite youth are heading for other schools which, do not have the ideals of GC.

What, then, is the answer to the tuition-salary dilemma? Faculty have their eyes on the filled parking lots by Yoder and High Park when they say that a raise in tuition cannot hurt the students too much.

They feel, they have made real sacrifices in order to serve the church through education; during the depression, faculty took real cuts in order that students might be able to come here.

Justifiably, they feel now that as money is more plentiful and times are "better," for the student, they should not have to be exploited by families whose incomes are twice their own. After all, they say, students should not feel too bad about borrowing; they need only look at first year out-of-school salaries which are at times not far from those of GC professors who have many years of experience.

Students respond by saying that loans are no longer easy to get, and that the future does not look too much brighter. Also, by raising the tuition, the college is not always affecting the wealth of the parents, but rather placing an increasing burden on the student working his way through college.

Yet, there seems no question about whether faculty need salary raises; that is, if the money comes from a place other than student's tuition.

The answer to the dilemma is not a simple one, as the administration knows all too well. But it seems that GC must tighten up on some of its spending, perhaps cutting out some programs that students view as superfluous and invalid—e.g. Junior preview and freshman orientation.

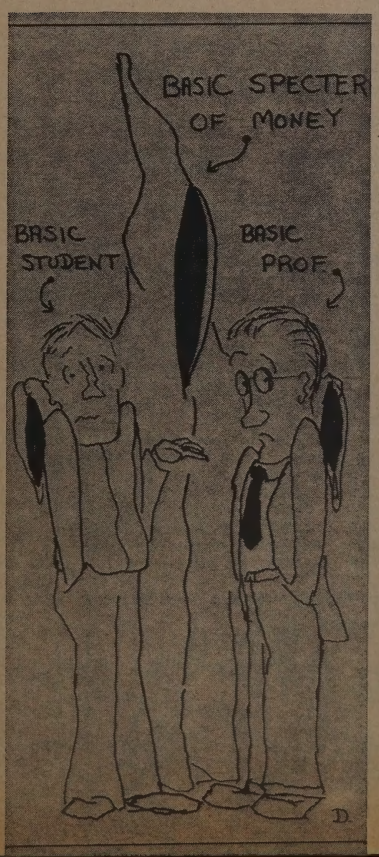
Also the college must come up with more creative programs to get receipts from as yet untapped sources. There should be an increase in student aid—those who can pay should perhaps help those who cannot. (Perhaps a type of Mennonite mutual aid for education would be in order.)

But the student has to recognize that his responsibility is just as great.

First and foremost, he must recognize that Goshen is a unique institution and has many values which are not present in other schools; there must be a sacrifice made to come here to learn as there is one made to come here and teach.

Also he must be more sensitive to the voices of the constituency and undertake more sincere and successful attempts to reconcile misunderstandings and hostilities that now exist.

Finally, he must remember that faculty have recognized and affirmed a genuine sacrifice in coming to and remaining at GC; the student must appreciate that kind of affirmation and be willing to do the same.



mments on $$$

appeared on questionnaires returned

ynical but my wife is already working could ask her to work five days. In- l more raises, she will still earn as

both quality students and quality fac- rdless of higher tuition or lower sala- Goshen College—a school offering dis- s in a secular society. The trends ents have been undermining this dis- ll the losers."

ve students are willing to pay the go- t offers more than just the academic. ifferent in nonacademic attitudes and ns, we might as well close shop."

eing unable to pay off one's own col- bers of GC have the cash. Why don't e about profit, but I'm tired of losing

eeping students from coming to GC. of the student body is a much more

o low to support a family without out- or the resort to an inordinate amount elieve it is poor stewardship to invest y trying to live more frugally than

g tuition rate based on family income ority of students whose families can ost of their education. It seems poor urch funds and faculty sacrifices to t present. These resources should be needy students, but I feel that it is l-to-do students with expensive cars."

e feeling less and less young Mennos e profs, and more than that, are here ing them to . . . I do not feel I should t to impress a crowd that doesn't ere because I feel I can make a con- nnonite youth, but they are well fed I be?"

ative. There are some for whom the reach, but there are many who have ars, have nice clothes, etc. What is stribution of scholarships—socking the the poor who need. After all, isn't is close to our Anabaptist ideal."

r (There are exceptions to this, of paying more of the bill for Blacks to on their own and increase their num-

Canadian lecturer to visit campus, speak on variety of topics

by Vi Gingerich

Wednesday, March 18, Goshen College will have on campus one of the best lecturers on current problems. Dr. Donald F. Morgenson, "Morgy" for short, has a very wide spectrum of experience and has the unique ability of communicating with and stimulating university students.

Some topics Dr. Morgenson will be speaking to are: "Youth and Rebellion," "Attitudes Towards Death and Interpersonal Failure," "Drugs and the Cop Out," "Human Sexuality," "Alienation and Education," "Why A University?" "Roots of Wit and Humor," "Clinical Abnormal Psychology," "Behavior Modification," "The Art of Listening," and "Ethics of Counseling."

There will be further announcements as to the time and place of these presentations.

Dr. Morgenson is presently at Waterloo Lutheran University, Waterloo, Ontario, where he serves as dean of students, head of the psychology department, professor of psychology and a psychologist of educational services.

Dr. Morgenson received his B.A. from St. Olaf College in Minnesota. He earned his M.A. from Pennsylvania State University and his Ph.D. from the University of London, London, England.

In the past he had experience as a sergeant during the Korean War, as a psychologist for disturbed adolescents at Penn State and as a psychological intern at the Mayo Clinic.

He also served as a consultant for business in the USA, England and Canada and as a research psychologist for Motivation Research Consultants in London, England. Dr. Morgenson has worked in a speech and hearing clinic at Penn State and has worked for the Institute of Psychiatry ir London, England. He has also been involved in day care programs for children.

I have been a student of Dr. Morgenson and have thoroughly enjoyed every one of his lectures! That's something for a university prof! I plan to skip my classes that day in order to hear him. How about you?

The man's real! He comes across super great! Don't miss it!

Mind's I

by Randy Snyder

The Forgotten also need to be remembered

I see the lonely look everyday.

Walk into the snack shop, into classes, or as walking around campus, one sees it wherever he goes.

Talking in the dorm I hear about depression, and see it.

Last fall we were all asking the question, why be here.

Yet who is to answer? Who cares?

In general there seem to be many restless people on campus who are lonely, down - and - out. Personnel office officials will confirm this.

However, we forget about this. We seek to help the Goshen community and surrounding areas, and all rightly so; but let us not forget our own predicament—all those on campus who need help. That help might be just talking to someone who looks like he has had it.

Simple?

Not really.

It seems to be a general problem on campus. The Yoder 2nd south and Miller 4th poll proved that there is a problem on campus. The students said so.

Who gives a damn?

What I'm saying is that we ought to start on campus. How can we possibly help others when we can't help ourselves? Shall the blind lead the blind? Isn't the person on campus who is troubled just as worthy of help as a little fellow with his arithmetic? We can do both.

I am concerned about the lonely, those bordering on mental sickness, and those struggling to cope with life's problems. I have seen people broken by the college, losing out to the Christian establishment.

It's a sorry sight. We all shake our heads and say it was the school of hard knocks.

It is common to hear that while in college one ought to study and forget the world—a typical Menno doctrine. Ask the constituency.

I disagree with the statement because there is a world out there that we all need to be mindful of. SST proves this point.

But the world I see before me everyday is not a pleasant one. My world is one of everyday interaction, and it's yours too.

Just look in the snack shop, classes, or as you walk.

What about the other guy?

It seems like we are always trying to save the whole world, yet we ignore that part of the world which is before us everyday.

VS representatives to visit campus

by Nancy Kaufman

Question: Hate the thought of a job or school this summer? Tired of Goshen and your home community? Tired of doing nothing?

Answer: Get away from it all. Go where you are needed and appreciated, where you can tell something is being done. Try a summer, then maybe longer, of constructive giving.

Join a VS unit.

You can arrange it with one of several men who are coming here March 9-13 from Mennonite Mission boards across the country to participate in Church Occupations Emphasis Week. Don Krabill, secretary of Overseas Missions and Larry Newswanger, secretary of personnel, will be here from the Eastern Board in Salanga, Pennsylvania.

Elkhart is sending John Lehman and a colleague. VS director George Lehman, of Newton, Kansas may possibly come. MCC in Akron, Pennsylvania, will be represented by Lavon Welty.

Besides these men, a Catholic priest, Mennonite minister, and inner-city professional will be featured speakers. Their topics will center on new styles of ministry and long-term occupations in deprived areas.

"New Styles in the Ministry" will be the topics for Monday and Wednesday. Speaking on Monday will be the Rev. Arnold Roth, pastor of the Kern Road Chapel of South Bend. Wednesday's speaker will be Father Dan Peil of the St. Augustana Parish of South Bend.

Thursday Dr. Kenneth Miller of Woodburn, Indiana will discuss "A Style for the Professions."

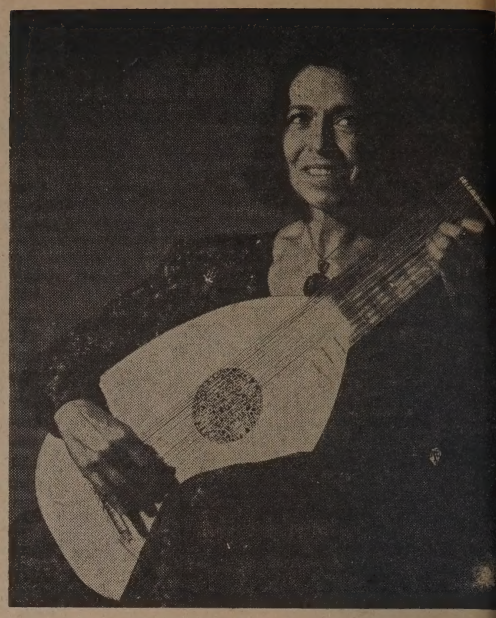
Church Occupations Emphasis Week has made "service agencies pleased with the response of Goshen students in past years," commented Pastor Harold Bauman. "But," he added, "some way needs to be found to interest the most capable leadership among Mennonite youth in emerging forms of ministry."

So find out what it's all about.

Don't knock the established ministry. Seek the new possibilities. And you may find giving is made for you.

Prof publishes article

Prof. Merle Jacobs is among the contributors in a recent issue of **Journal of Insect Physiology.** His article is entitled "Effect of Noradrenaline, Dopamine, and Beta-Alamine on Phenylalanine and Glucose Catabolism in **Drosophilia Melanogaster,**" and deals with his research on fruit flies.



Bloch to give concert

Suzanne Bloch, an authority on Elizabethan music who pla the lute, virginal and recorder, will perform at 8 p.m. Saturd March 14, in Assembly Hall.

Her concert is sponsored by the Cultural Commission.

Miss Bloch is the daughter of the late Ernst Bloch, a mod composer. She has toured extensively in the United States, Cana and Europe, and has performed with the New York Philharmo and Philadelphia Orchestras. She also has made several recordin including "Music in Shakespeare's Time," and "The Arts of Suzan Bloch."

Currently Miss Bloch is a member of the faculty of the Julli School of Music.

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Students inform constituency of GC

by Jane Byler

Many questions have been raised recently re-
ding the role of the constituency in the gov-
ance of GC. Feelings toward that somewhat
orphous body have ranged from deference and
mission to resentment and necessary com-
mise.

Resentment toward the constituency has es-
ially flared when its influence has threatened
nge within the campus community. One fac-
which helped fashion what some considered a
nservative" Standards of Life last year was
constituency. Constituency will also be con-
ered as women's hours comes to the final stages
examination.

This year for the first time GC students have
n working with the GC Public Relations De-
tment in bringing to the constituency impor-
t aspects of campus life. The joint-effort is
ed on a step taken ten years ago by College-
urch Relations to open a channel of communi-
ion between the college and the church.

One person is chosen from each support-con-
gation—either a pastor or lay-counsellor—to represent GC. Annual meetings of pastors and counsellors are then called in each area at which a representative from GC—usually an administrative official or faculty member—attempted to relate recent occurrences and changes . the campus.

This year the new, two-fold approach was instituted. The main emphasis capitalizes on three important aspects of community life—GCCG, Campus Church and SST. One student is chosen to represent each. Some of the representatives so far have been: Mabel Amstutz (SST), Phil Bender (CC), Nancy Kaufman (SST), Gerald Mumaw (GCCG) and Dean Schertz (GCCG).

At least two of the three areas are presented at each of the meetings. Representatives discuss briefly the body they represent after which pastors and counsellors are free to question.

A second feature of the program concerns the seminary and its program based on a recent study by Dean Ross Bender regarding its changing relationship to GC and Associated Mennonite Biblical Seminaries.

Ray Sala, director of College-Church relations, expresses delight with the results of this type of confrontation. "It was great to see the interchange between students and constituency. It was healthy."

Representative constituents were impressed by the openness of students and their willingness to discuss pertinent issues. One of the biggest questions in Sala's mind had been the barriers that differing life-styles tend to construct, but students exhibited a readiness to discuss these differences that quite overwhelmed pastors and counsellors.

Sala also points out that a PR-staged program may be less effective because of the particular slant PR is reputed to employ. However, students will usually tell it like it is.

The meetings are held outside of a "church" context, but the possibility of holding such meetings within the congregation has received favorable response and already requests have been directed to Sala for this type of confrontation.

As long as GC needs a constituency—and at this point nothing points convincingly to any other direction—the even greater need to communicate will exist. Our willingness to confront may stand as the largest single factor toward understanding.

arch for self . . .

Seminar tries to destroy barriers

by Rhoda Shenk

The individual under scrutiny turned his back
the group. He listened as his friends honestly
ke their opinions of him. Part of him warmed
the compliments and part recoiled as they
ved past his self-made image and touched on
aknesses. Then the individual rejoined the
up and another person became the central fo-
of attention—session six of the nine-week
rse on Self Understanding and Interpersonal
lationships.

The seminar began in late January. It is an
periment for GC in using the training of the
klawn Psychiatric Center in Elkhart. The
rse is attempting to aid problem solving and
erpersonal relationships.

Dr. Otto Klassen, M.D., medical director; Don-
Wismer, ACSW, group therapist; and Leonard
ucker, psychologist are guiding the weekly ses-
ns. They have never attempted a course simi-
to this one and are highly interested in student
ction.

Both input and output are being stressed. A
minute lecture precedes the small group inter-
ion. The doctors do not participate directly in
small groups but are available for problem
ving during the hour. However, Mr. Smucker
a member of one group in order to experiment-
observe how his presence affects group re-
nsiveness.

Students enrolled in the class range from sen-
s to freshmen, including faculty, staff, and sev-
l non-students. It is impossible to determine
v such diverse people react at becoming in-
ved deeply together. Certain elements of the
mmunication ar regarded as completely confi-
tial and will never leave the small group.
Perhaps the "results of the experiment" will be more far-reaching and valuable than Dr. Klassen, Mr. Wismer and Mr. Smucker will ever completely know. And maybe, this is the purpose of the course.

Life's Dusky Mirror

Several GC students are working this trimester at Partly Dave, an Elkhart coffeehouse. At P.D. Vi Gingerich came in contact with a 17-year-old girl who had formerly experimented with drugs. This poem was written after an acid trip.

To walk the windy desert beach
on a frozen summer afternoon
as meticulous parasites
tear holes in my tired mind.

To gaze into the face of my neighbor
and see nothing, save his delusions
as his contumacious smile
rots upon his lips.

To pick up any newspaper
and find Ptolemy flinging mud-balls
at Copernicus
and the long awaited obituary
of Methuselah.

To sense the chronic lack of continuity
in my elastic world
as the father of my morning
wants my child to the night.

To hate in my own notoriety,
when much too familiar strangers
dissect and ridicule me
with their dissonant deceitful song of changes.

To find my loneliness
in my delerium
as the blood rushing to my brain
is diluted by the tears of boredom.

To swallow the dreadfully bitter
pill of reality
then feel my heart decompose
as apathy, like a plague inflicts my bowels.

To reach within
and grasp what remains
of a rotted and impotent mind
that died in lethargy.

To stand alone
on the decrepit dock
and watch the snow-white gull of integrity
excrete my soul.

To search God's sea green eyes
and touch his metaphysical wrinkles
then sudden
beneath his frozen
smile.

To hear the necromancer of the underworld
in his biting voice
call my name out loudly
and he stifled in the languid darkness.

To gaze deeply into life's dusky mirror
and see only a pallid sneering shell
a translucent visage
not nearly a man.

To be.

—Rosie Tinder

Evaluators to visit SST

Three professional educators will visit all SST units in March to evaluate the strengths and weaknesses of the SST program.

Mr. Harold Epstein, of the Institute of International Education in New York, will visit Guadeloupe March 1-5 and Jamaica March 6-10.

Dr. Lewis Hoskins, professor of history and director of the International Studies Division at Earlham College, Richmond, Indiana, will visit Nicaragua March 15-19 and Costa Rica March 19-23.

Dr. Allan O. Pfnister, professor of higher education at the University of Denver, will visit Costa Rica March 19-23, Nicaragua March 23-27 and Jamaica March 27-31.

The three evaluators will meet in April to discuss their findings. Following their meeting, Dr. Henry Gleason, Professor of Linguistics at the University of Toronto, will visit all SST units for further evaluation.

enior class discusses

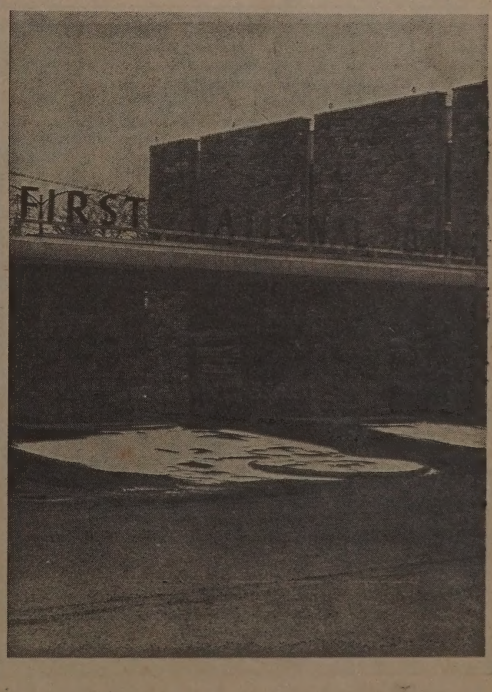
continued from page 3

learn to be an individual—and caps and gowns
not in line with this principle." Another stu-
t said: "Why is it so important to them that
all wear exactly the same thing? Obviously
not tradition we're hung up on, but looking
same."

Several students (Gerald Mumaw, Vicky Gard-
r, Bob Crossgrove, Carol Beechy, Devon Leu
Ruth Esch) have resolved the issue by pre-
ting graduates the option of contributing the
5 cap and gown rental fee to the Mennonite
mpassion Fund.

"By contributing the money designated for
n rental to an area of concern which sym-
zes the social environment confronting all of
there is an emphasis on graduation as a
st step to the future in addition to being a
mination of the past. We feel that this is also
answer to the question of stewardship raised
some students."

April 19, 1970. Once again the question arises:
ll the majority determine what is done, or will
wances be made for individuals?



FIRST NATIONAL
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OF GOSHEN

Springer notes changes at GC since '37

by Jayne Poynter

Mr. Nelson Springer, head of the Mennonite Historical Library now located on the third floor of the Good Library, performs the valuable service of providing the care, organization and repair of the Mennnite Historical collection, while making the approximately 23,000 volumes as accessible to students as possible.

Mr. Springer has been a part of GC since 1937 when he began his career as a student. He recalls the time when the focus of student activity took place in the "quadrangle" formed by the girls' dorm (Kulp Hall), the Administration Building, the Science Building, the men's dorm (Coffman Hall) and North Hall (Spouter).

The dining hall was in Kulp basement. Tennis courts were located just south of the Science Building and beyond that the athletic field, approximately where the Good Library is now.

Following his graduation in 1941, Mr. Springer spent the next six years as the manager of the the basement of the Ad Building. He then entered the Seminary for two years.

Following this he worked both in the Mennonite Historical Library and the Archives of the Mennonite Church, then located in the basement of the old library. He has participated in the moving of the library twice—from the Ad basement to the old library and then to the Good Library—and in the moving of the Mennonite Historical Library three times—from the west wing of the first floor Ad, to the old library, to the Seminary and finally to its present location.

But Mr. Springer has seen more than physical change at GC over the past 33 years. Although he sees students today as having the same sense of service as in his student days, he feels this is often clouded by a materialistic attitude.

"The affluence which they (the students) have experienced most of their lives colors their spirit and understanding of service. They haven't had to make the sacrifices of those of us who came through the Depression and are thus not quite as well prepared to really think in terms of more than a year's sacrificial service. It is not accepted as a life goal."

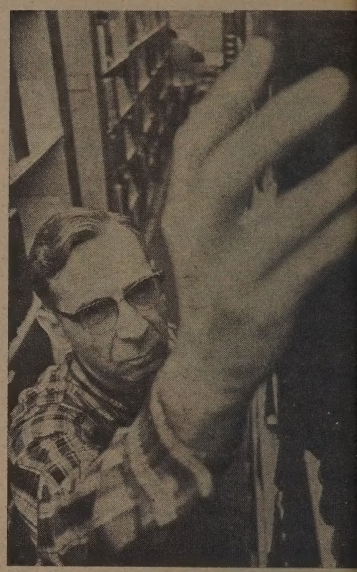
He is also keenly aware of the impersonal attitudes of many students. They are often lacking in respect for those around them. As an example, Mr. Springer recalls the time when regulations imposed by the Administration were much more authoritarian and were accepted by students without question.

Eight o'clock in the evening was considered study time. The student had to be either in his room or signed out of the dormitory to go to the library. At 10:30 the master switch, which supplied all electricity, was turned off, thus, leaving all the buildings without lights until six the next morning.

He contrasts this to the freedom that students have now which, although containing some validity, has fostered a lack of concern for others. Mr. Springer is also concerned with the students who thoughtlessly create work for staff personnel through littering and other acts of irresponsibiity.

He adds, however, that most students are respectful and courteous and he enjoys working with them and learning to know them.

Although many students may not agree with Mr. Springer's observations and conclusions c cerning life at GC, they are certainly worthy much contemplation when considering our r as human beings in a world which is too often personal, uncaring and thoughtless.



by Gail K

Nelson Springer

observer of changing generations

Bishop and Zimmerman visiting Haiti

by Phil Hisfand

Dr. Franklin Bishop and Dr. Lester Zimmerman flew to Haiti yesterday for a three day visit. They are continuing their work with the Haitians to improve agricultural conditions in that country.

This project is part of a program started in 1968 by the Hesston Foundation to provide technical assistance for underdeveloped countries. Dr. Bishop submitted one of two plans accepted by the Foundation.

Dr. Bishop, along with members of the Hesston Foundation, decided Haiti was a good location with a real need. They set up their project in the fertile Fermathe area, a plateau region 4,000 feet above sea level, about 15 miles from Port-au-Prince. This area is ideally situated for growing small fruits and vegetables. The products from this area are marketed in nearby Port-au-Prince.

Dr. Bishop's goal for this project is to "establish a production and marketing cooperative manned by Haitians." There are three parts to this program: production, storage, and marketing.

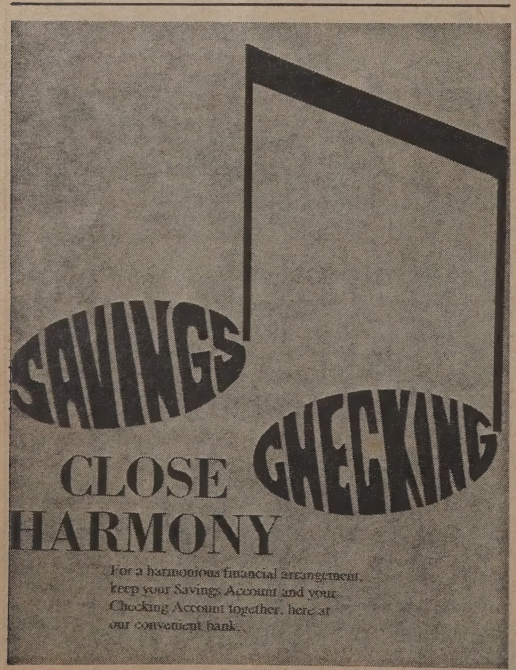
Experimentations with different varieties of plants, experimentations with fertilizers and insecticides for increased crop yield and soil and water tests are being exploed as ways for achieving better porduction.

Secondly, Bishop and Zimmerman are trying to establish a storage system to keep crops until after the peak production time since crops are worth more out of season. In season onions are worth 5 cents lb; six weeks later they are worth 60 cents lb. To store crops, they have constructed a large concrete underground storage silo. Experiments are being conducted to see how long certain crops will keep in these conditions.

Thirdly, they are attempting to set up a marketing system that establishes standards for all products bearing the Fermathe label.

One problem being encountered in implementing the program is that the people in the city are trying to buy this farm land for summer homes and crowd the nationals off the land and into the hills. Another problem has been to find adequate Haitian leadership for a project like this.

Dr. Bishop is optimistic and hopes to move on to another country that needs help. He feels the nationals will be able to take this responsibility themselves.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President visits SST— and runs errands

by Peggy Troyer

While President and Mrs. Paul Mininger p pared for their trip to the SST units, they ger ously offered to make deliveries from friends home to loved ones abroad.

The offer was well received and our first fa ily consented to deliver: the books, camera, f and typewriter to Theron Schlabach; the socks Marty Honderich; and the pretzels to Dan Hess

Besides distributing emergency supplies, President found time to make observations of SST program—which, by the way, was the int of his trip.

President and Mrs. Mininger returned to with renewed expectations for the SST progra The President feels that we can evaluate the periment in terms of the various elements of vision which was set down at its conception.

He is enthusiastic about SST and he said t all of the people he interviewed had similar fe ings.

In a closing statement in his convocation dress last Friday, the President said, "We are gaged at Goshen College in what I think is one the finest and most significant experiences c tainly at Goshen College, if not in higher edu tion.

He presented several questions which studer as well as faculty members, might consider guidelines in evaluating SST:

Is there a proper balance between the learn through living and experiencing and learn through reflection and study?

Are we trying to achieve too many things one time on SST?

Should there be some in-depth study of area before leaving for the country?

Can all students benefit from SST?

Should all students be required to go on S for graduation or should students be permitted go on certain conditions?

P. S. If anyone is considering a trip to Cent America in the near future, there is a tardy of peanut butter still waiting to be delivered Theron Schlabach.

An Easter Meditation

In the current issue of the **Christian Century** is an article by Jurgen Moltmann on "How My Mind Has Changed." It's as good an Easter meditation as one could get.

"I am concerned with the development of a political theology. But I have resolved also to reflect, more intensely than before, on the meaning of the cross . . .

"Remembering that at the center of the Christian faith there stands an unsuccessful, suffering and shamefully dying Christ can open man's eyes to the truth . . .

"Remembering that God raised up a crucified one and made him the hope of the world can help the churches to break off their alliances with the powerful and enter into the brotherhood of the lowly . . .

"Christian hope sees suffering and yet believes in freedom. Hope is the art of perseverance. That is the kind of hope I would like to live for."

The contemporary generation wants political relevance, and it does not usually find this in the traditional Easter message. Moltmann invites us to take a second look. He claims the death and resurrection of Jesus, the Messiah, gives us a political theology and supplies us also with the realistic hope needed to carry it into practice.

—Marlin L. Jeschke
Professor of Religion

The GOSHEN COLLEGE Record

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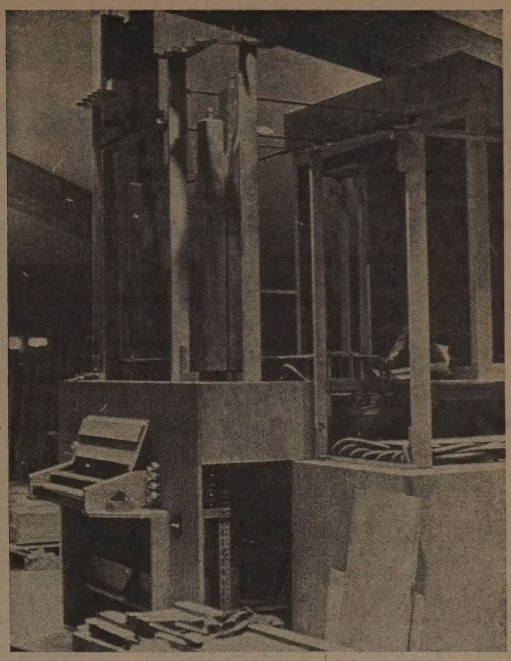


by Gail King

Almost ready

Little by little the new organ for the Church-Chapel takes shape. For a story on its upcoming dedication, see page 5.

J. H. Yoder named seminary president

Dr. John Howard Yoder has been named president of Goshen Biblical Seminary, Elkhart.

Currently professor of theology at the seminary, Dr. Yoder will assume the presidency on July 1. He becomes the first president to be responsible solely for the Goshen seminary's affairs. Since 1954 GC President Paul Mininger has served as Goshen Seminary President.

Dr. Yoder, who is 42 and resides in Elkhart, joined the seminary faculty in 1958. In addition to his teaching, he has served as part-time professor in the University of Notre Dame's department of theology, consultant to the Mennonite Board of Missions and Charities, and as a participant and teacher on the problem of war and Christian ethics at numerous seminars in North America, Europe, South America, and Asia.

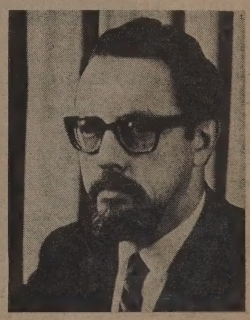
He has written two books and numerous pamphlets, papers and reviews, and is considered a spokesman of the Mennonite Church and an authority on the Free Church tradition.

Dr. Yoder, who will continue teaching, will serve with Dr. Erland Waltner and Dr. Ross T. Bender in a "triad" administrative structure. Dr. Waltner is president of Mennonite Biblical Seminary, which is a partner with Gosher. Biblical Seminary in the Associated Mennonite Biblical Seminaries. Dr. Bender is dean of both seminaries.

The presidential selection committee which elected Dr. Yoder began its work last September, and consisted of representatives of the Mennonite Board of Education, Seminary Board of Overseers, faculty, students and alumni.

A 1947 graduate of GC, Dr. Yoder served as director of relief and service for the Mennonite Central Committee in France from 1949 to 1957, and helped plan and administer a program of relief and missions in Algeria. He received his doctorate in theology from the University of Basel in 1957.

He will teach at the Institute of Higher Theological Studies in Buenos Aires, Argentina, during the 1970-71 academic year.



John Howard Yoder

Senate continues its discussion of inter-dorm visitation policy

GC students will have to wait at least until next Wednesday to learn whether or not they will be favored with an inter-dorm visitation policy.

Two weeks ago Senators Joy Kauffman and Rick Martin introduced a bill which would permit inter-dorm visitation on weekend evenings.

In its second round of debate on the measure March 11, Senate failed to reach a vote on the bill.

Senators did approve, however, a motion by Senator Harold Bauman that a committee be appointed to work out the steps of implementation of the visitation bill before Senate takes any action on the bill.

Thus far discussion of the measure has focused primarily around the question of whether visitation should be on an individual basis or should be limited to groups.

Advocates of visitation on a group basis point out that the whole idea of dorm visitation grew out of two groups learning to know each other in the dorm setting.

Proponents of visitation on an individual basis argue that it would be unfair to make a student remain in the group during visitation.

The bill before Senate provides for visitation on an individual basis.

Senators also have questioned whether inter-dorm visitation will solve the communication problem between students on campus—will the bill actually help timid individuals to socialize more freely, or will it be used only by persons already knowing each other.

And lurking behind the whole discussion thus far has been the effect the visitation bill will have on the constituency.

Some Senators have stated that the measure could cause adverse reaction in the constituency, while others believe an attempt to interpret the bill to the constituency in light of the **Standards of our Life Together** would make inter-dorm visitation acceptable.

Senate is scheduled to resume debate on the measure next Wednesday.

New dorm hours policy to begin

by Nancy Kaufman

Self-regulatory dorm hours for women are now through all the committees except the faculty, and next fall is the target for their implementation.

Now the question becomes how to make the hours workable.

Mrs. Rosa Stone, associate Dean of Students, stated that "Keys are out and I-D cards are in." This means that giving a key to each girl or keeping keys at a central location to be checked in and out will not be done. I-D cards would include a picture plus the name and classification of the bearer.

Since a hired doorkeeper at three locations would cost GC, and, consequently, the students, $191.40 per week, the watchman will probably fill in during the very early morning hours.

The self-regulatory hours will apply to sophomore, juniors, and seniors. Freshmen who have been out of high school for one or more years can petition the Student Personnel Policy Committee for an I-D card.

Christian Life Week: 'practical Christianity'

by Linda Leichty

"The Practical Meaning of Being a Christian" is the focus of Christian Life and Renewal Week, March 23-27, and a variety of speakers are being scheduled as part of the week.

Making an early appearance, Mr. Chris Halverson, a student at Princeton Theological Seminary, will speak in Campus Church on March 22 as well as Monday and Tuesday. He will also be available on Monday and Tuesday to meet with students and small groups who wish to talk with him.

This summer, Mr. Halverson plans to work with a hip communal group because, he says, "the people there are turned on to Jesus and because I find myself demanding the depth fellowship and honesty which is expressed there." Halverson grew up in California and moved at the age of 15 to Washington, D. C., where his father became pastor of the Fourth Presbyterian Church.

On Wednesday a group of students living in East Hall will give the convocation program.

Thursday, Mr. Nelson Litwiler, retired missionary from Argentina, will speak.

Takio Tanase, former minister of the Mennonite Church in Hokkaido, Japan, will speak on Friday. He is a student at the seminary.

Commenting on the coming week, Pastor Harold Bauman says, "I hope it will become an opportunity to look at some of the radical claims of Jesus on everyday life."

Goshen College editorial page

The Record

Questions we must answer

The bill for open-dorm visitation, still lodged in Senate, raises some critical questions for the GC community. The broader significance of the bill lies beyond simply inter-dorm visitation, and requires us to reexamine the organizations and values which govern our college community.

First of all, the bill has brought into question Senate's ability to address itself directly to issues intimately affecting GC students. Despite lengthy debate, Senate has refused to confront the fundamental issue the bill has raised: should visitation be on an individual basis, or should the measure be limited to groups? Although most Senators agree that this larger question must be decided before a practical measure can be enacted, Senate has been unwilling to resolve the issue. Whether its inaction derives from tactics by Senators opposed to the measure, or from general indecision, Senate thus far has failed to deal positively with a measure endorsed by over 75 per cent of the GC students.

The bill also has sharpened the perpetual problem of GC's relation to the church at large, as the specter of a frowning constituency has lurked behind every word of debate. It has brought into clear focus how frail communications really are between students and the constituency, and once again has raised the question of how much influence the constitutency should hold over internal matters at GC.

But perhaps the most crucial question emerging from the visitation bill is the seriousness with which we regard the **Standards of Our Life Together.** The bill originated from an inter-dorm meeting arranged specifically to discuss the meaning of the **Standards,** and is an attempt to realize more fully their ideals. Thus it is disheartening to see the effort become mired in repetitious and often hypothetical debate over constituency reaction, "trust," and results. The **Standards** make "persons, the quality of relationships, and a sense of community. . .the dominant characteristic of our life together", and it is unfortunate that a measure whose purpose is "to provide a natural setting for personal and spontaneous interaction, to provide means for people who do not know each other to get to know each other, a means of breaking down barriers between guys and girls on campus" is not being considered in that light. Until now Senate has been insensitive to the relationship between the bill and the **Standards,** and thus has brought into question whether we are willing to try to implement them.

The bill for open dorm visitation has raised large, crucial questins which vitally affect the values and organizations at GC. Can Senate deal positively and responsibly with issues directly affecting the lives of GC students? What role should the constituency play in our policymaking, and how can student-constituency relations be improved? And do we really believe—even if it means taking a risk—that the **Standards** are realistic for the guidance of our life together?

Our welfare requires that these questions be recognized and answered.

—P.B.

Community is where senses are

The concept of 'community' has assumed a very prominent role in many aspects of campus life.

Standards of Life emerged last year on the basis of "community" and the mutual concern of its members for one another. From time to time we have based our demands for greater freedom on a communal appeal and its inherent connotations—responsibility, maturity, concern.

Yet its realization remains somewhat ambiguous. Our preoccupation with trying to make it work has somehow failed to produce any concrete results. It appears that all our talk about involvement and inter-personal relationships has remained just that—talk.

The real problem lies within our inability to feel and smell and touch. Jim Morrison, of the **Doors,** writes: "Blind, we could possibly live and discover Wisdom. Without touch we would turn into chunks of wood."

A great majority of us feel trapped by the aura of apathy and general depression that hangs over this campus. We move around like robots, lacking direction and purpose, afraid of each other, bound by inhibition. We cringe at the hint of sentiment and romance, denying ourselves existential encounter. We refuse to touch or to be touched.

In such a context "community" can never fully materialize. For touch and feeling and smell are so essential to being, and it is from being, and its outward extension, that community arises.

Subculture is a step in the right direction. Instead of one large community, however, subculture consists of a small group of people grooving on their own kind of people, and is only one small part of the larger 'community.'

It is in this type of free, unstructured and unforced situation—people touching, feeling, senseing, being for, by, to and with each other just because they like each other—that true community reaches the ultimate.

—J.B.

Letters to editor . . .

'Cap and gown': part of a larger concern

Editor:

I am writing in response to the editorial "On Caps and Gowns" in the March 6 **Record.** The fact that the issue of caps and gowns has created as much reaction and coverage as it has so far is both enlightening and dismaying. It is enlightening in that the issue points out the barriers between a large number of students on campus. It is dismaying in that the issue has enhanced these barriers.

The editorial stated that "caps and gowns are an ultimate concern" to those who do not wish to wear a cap and gown. It is not an ultimate concern. It is a small part of a much larger concern, which is, how the members of a Mennonite Church-related college are influenced by societal values. One such value that we are influenced by is the belief that a college degree is one successful step on the road to success. The cap and gown symbolize this. The question is, then, how do we see different levels of "success" fitting in with the college's concept of community life?

Community life would include the freedom "to be" for each individual; the kind of freedom that stems from the realization that the community is a caring one. This realization would not separate us from others who have not reached our "degree of proficiency," because, its criteria is not based on success. Caring also involves criticism, but the person to whom the criticism is directed is not made to feel inferior.

Admittedly the above is an ideal but speaking directly to caps and gowns, it implies that no one should feel obligated to conform to anything (even the wearing of a cap and gown) if it opposes his value system. At the same time, the individual who wishes to wear a cap and gown should not be made to feel inferior.

The author of "On Caps and Gowns" implies that those who do not plan to wear caps and gowns will not "leave GC with a vision somewhat broader and purpose a bit sturdier than the hemline of their commencement apparel." This is obviously untrue, but more importantly, it is an unfair intimidation tactic.

Finally, I have personally decided that this particular issue (the cap and gown) is not worth the ill-will it has created. And if it has not been resolved before April 19, I will not go through the ceremony unless dressed in cap and gown.

Sincerely,

Ruth Esch

more on page 4

'Our Town' emphasizes interpersonel relationship

by Ruth Zehr

Roy Umble's Goshen College Players deserve praise for their fine presentation of Thornton Wilder's "Our Town." Memories of high school bumblings of Wilder's down-home humor made some a little dubious about the play, especially when few of the old familiar names of GC actors appeared in the cast. But the fine acting and directing evident in the three performances dispelled the doubts. The audiences were moved skilfully through the slow relaxed humor and familiar inanities of daily life to some serious questions about the meaning of life.

Tim Geissinger's relaxed manner in his central role as Stage Manager set the play's unhurried pace. While Geissinger's role is a unifying one in the play, Carol Bixler's role as Emily Gibbs is the one through which the audience moves from light humor to serious questioning, maturing from childhood to reluctant womanhood, and abruptly to death's perspective on life. Only through Carol's convincing portrayal of the maturing Emily could the audience have made the humorous-to-serious transition which Wilder apparently desired.

Johnny Crist's boyishness as George, Emily's reluctantly maturing boyfriend, must have been particularly appealing to the visiting mothers at the Saturday evening performance. In the scene in Act II in which George and Emily decide at the drugstore soda fountain that they "are meant for each other", Crist really shines. His facial expressions convey a strange combination of indecision and confidence.

While the acting in the major roles was good, one of the play's strongest points was the performances in minor roles. Deserving of particular notice are Steve Massanari's performance as the tragic-comic Simon Stimson, the drunk choir director who commits suicide and Margaret Richer's as Mrs. Soames, the town gossip whose hysterical "I always cry at weddings!" ends Act II.

The play's theme fit in well with the current emphasis on interpersonal relationships on campus. Wilder's contribution in this play is to remind us to look around us, to see the very serious, the very funny, and the very beautiful happenings around us each day. "Let's look at one another!" is Emily's cry as she looks at her life and the people around her after she dies. The play is a call to awareness, alertness, and sensitivity.

Life is indeed interesting if we look around us. But there is the danger that we, in our insensitivity will make the tragic mistake of Simon Stimson or acquire the Stage Manager's cynicism at the end of Act II when he says, "Once in a million times, it's interesting."

Collegiate choir to tour

by Eber Smucker

The Collegiate Choir, under the direction of Cornelius Matthies, will present a series of programs in Illinois and Iowa after the winter trimester. Mr. Matthies will conduct the choir's presentation of cantatas by Buxtehude and Hammerschmidt, a motet by Shuetz and several works by Bruckner and Moyer.

Carol Beechy, first violinist, Mike Yoder, second violinist and Ray Ulery, cellist will accompany the choir on some of the works.

The Collegiate Choir's six-day tour will last from April 21-26. The first of its seven programs will be at the East Bend Mennonite Church in Fisher, Illinois, on Tuesday evening. The next evening the choir performs at Roanoke Mennonite Church in Eureka, Illinois.

From there the choir will go to Iowa Mennonite School in Kalona, Iowa. Their next performance will be at the Iowa City Mennonite Church. Saturday evening the choir will give a program at the Science Ridge Mennonite Church in Sterling, Illinois. On Sunday the choir will present the morning worship service at the Freeport Mennonite Church in Freeport, Illinois and a vesper service Sunday afternoon at the Willow Springs Mennonite Church in Tiskilwa, Illinois.

Dr. Mary Oyer will be leading the congregational singing from the new Mennonite Hymnal.

The Goshen College Record

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oeducational housing

ntinued from page 2

ny universities are now moving toward coeducational housing, l with "surprising" results which have won the approval of even h periodicals as **Reader's Digest** and **Ladies' Home Journal.**

One of the greatest objections to such a move has sprung from ear of "moral decay."

Coeducational housing experiments have overwhelmingly dis-ved an increased trend toward sexual promiscuity. GC's own well House report revealed that "rather than leading to sexual miscuity, coed living and open visitation have encouraged a lthier attitude toward the opposite sex and respect for each in-idual's personhood."

Studies at Stanford University, where coeducational housing was ituted in 1967, revealed several facts: 1) a decrease in formal -to-one dating and increased formation of relationships other n those based exclusively on sex; 2) as much time spent in dying in the coed environment as in single-sex houses; 3) a ater participation in cultural and "community" activities; 4) provement of manners (panty-raids and dorm-storming—nil) and earances.

"The study strongly suggests that individual behavior patterns standards remain the same." One house president at Stanford ned the house to a fish bowl: "You feel very exposed to all the mbers of the house, and that's a constraining influence."

With all our stress on inter-personal relationships and mutual cern for each other, "sex" as such is losing much of its childish ject"-al appeal in favor of "person"-al relationships. Youth are ning to see each other only secondarily as male and female hough the sex relationship is not to be discredited or discarded). trend is more toward a pursuance of the opposite sex for its nanity rather than only for "sex." Men and women seek to w each other as friends and companions, as well as dating ob-s.

John Monro, former dean at Harvard University, says, "This d of comradeship and real, strong friendship are very important adays . . . the opportunity to talk endlessly is a tremendously ortant part of the apparatus for sounding off and finding one's through college. There are some very important friendships ween men and women in which sex is not the main object." And one GC graduate has put it, "We need to live together, not to e to rendezvous every time we want to see one another."

"Not only is coed living natural," says one college dean, "but a richer environment for learning. Coed dorms will be better as coed classes are better—more stimulating, intellectually lier."

Could it happen at GC?

Goshen College is staffed with a very perceptive and concerned sonnel. Norman Kauffman, Dean of Housing, recognizes hous-as a number one problem and warns that it can not be taken tly. Mrs. Rosa Stone, Dean of Women, adds that she is in favor a complete restructuring of housing, tending toward some kind coeducational set-up.

Furthermore, the Howell House experiment has met with over-elming success in this area, and hopefully will be continued in future on a larger scale.

inally, those students already fortunate enough to have lived campus label the experience as invaluable. Learning at once omes a healthy experience. Education becomes a PART of rather than LIFE. In assuming full responsibility for his life, student is free to act and interact at will without seeking the roval of the institution. In such an environment, he at once be-nes a person, in touch with live-ing.

An immediate obstacle to such a move on a large scale is re-rces. The most ideal situation would be the availability of off-mpus apartments, preferably college-owned, for rental to stu-ts. Since such facilities do not abound in Goshen City, the col-e would be forced to seek out the resources already at its dis-al—a complete restructuring of dormitories and available build-s into some type of models or apartment complexes complete n living facilities, to be rented from the college.

As this type of reconstruction is probably inconceivable finan-ly, some other steps could be taken until implementation is rked out. This could take the form of alternate flooring—girls on floor, guys on another, with a common cafeteria in each build-and the erstwhile encouragement for as many students to live as possible.

Such a move would not be initiated without some form of struc-e and restriction. Provision would necessarily be made for those o do not wish to live in the coed environment. Most likely fresh-n and sophomores would not be granted the same living freedoms upperclassmen.

Up until now, beginning with the extension of women's closing rs, through their abolition, to open-dorm visitation, we have had rovide "reasons" to substantiate and justify our demands. Those sons have had to be carefully worded and convincingly presented nerit the consideration of faculty and to warrant the condonation he constituency.

There are no concrete reasons for coeducational housing. There nly that natural law which dictates that male and female are ant to complement each other, and that each functions best in environment which provides opportunity for that complementa-.

Not only will coeducational housing foster that climate, it will grant the necessary freedom to prove our capacity to manage personal lives maturely, constructively and responsibly, as we asked to do, which in turn contributes to educational and social elopment. It's all a part of the purpose of college—to involve lents with life.

Committee completes investigation of grading, evaluation system

by Gail King

The faculty-student committee on Grading and Evaluation has completed its preliminary examination of grading systems and has prepared its findings for student and faculty discussion.

The primary proposals concern restructuring the current system of letter grades and the computation and use of the grade point average, increasing the role of students in self evaluation, and including written evaluation with or in place of letter grades.

After presentation of its finding to Senate, the committee, upon GCCG recommendation, revised its proposals into a simplified form tentatively to be used to initiate student and faculty response.

The committee's proposal contains three grading system models. The first of these plans, the most radical, contains the use of three grades only —honors, indicating "creative superlative achievement" and which is a qualitative rather than quantitative measure; pass, indicating work "entirely satisfactory for college credit"; and no credit, indicating a situation in which credit is not given due to withdrawal, unsatisfactory level of achievement, etc.

Under this system GPA would not officially be computed or recorded. Graduation would require the completion of 120 hours of pass or honor grades. A time limit may possibly be set for the fulfillment of graduation requirements. Written evaluations would be required for all students and would be entered upon the student's transcript with possible necessary exceptions.

The second plan, differs little from the first, the main change being the inclusion of two more letter grades in the system. In addition to honors and pass, a superior grade, indicating "achievement substantially above that required for credit" would be the second highest level. Also a fail grade would replace the no credit mark, clearly indicating on the transcript a level of "achievement not satisfactory for college credit." The GPA and written evaluations would be the same as in the first plan.

The third alternative would be a grading system little changed from that now used. Letter grades could be assigned as in the second plan or they could be as currently given. The GPA would be officially computed and recorded but "de-emphasized." It would be computed to only one decimal place and would be used as an approximation measure in placing students in groups of achievement rather than as a measure to rank students or to "compare individuals." Written evaluations would be mandatory for all honor and failure grades with optional use otherwise.

During this trimester, the committee surveyed the literature available concerning grading systems and contacted approximately 50 colleges who are using or who have considered using any sort of unconventional grading system.

According to chairman Dr. Arthur Smucker, the committee then produced four main areas of consideration for a new grading system—the use of written evaluations, the use of grade point averages, the number of grade categories and symbols to be used and the use of different grading systems in different departments or divisions of the college.

At this point, said Dr. Smucker, the need is for student and faculty discussion and reaction to the ideas proposed. Such discussion Dr. Smucker feels, must be informed and thought out. The student response he feels is most vital for it is the students who will be most affected by a change in the grading system.

Dorm discussions, open forums and printed materials were suggested as means of producing student-faculty reaction.

The committee, said Dr. Smucker, began its work from the assumption that the present grading system is inadequate but that a grading system of some form is desirable. Students, he stated, should be motivated by a desire for learning rather than by rewards for accomplishments.

Testing objectives must be realized more adequately and their significance more clearly known. And students, Dr. Smucker feels, need an increased role in self evaluation as a part in their maturation process.

Dr. Smucker stated that a grading system is desirable and has validity within the academic setting for academic purposes. Problems arise when the grades are used to make comparisons for which they are inadequate measures and in attempts to judge too much of an individual's future performance.

Fairfield to produce booklet on GC

"Why should anyone want to come to Goshen College?"

That was the question which Mr. Jim Fairfield of Harrisonburg, Virginia, attempted to answer last week.

Mr. Fairfield has been commissioned by GC to produce a booklet on "the real Goshen College," and last week he visited the campus to gain impressions of what GC is like.

Fairfield, who works for Mennonite Broadcasts and also does free-lance writing, listened to groups of students describe such organizations and features of GC as Community Government, Campus Church and Howell House.

From these impressions he will produce a booklet which will attempt to convey the essence of life on the campus. He also will produce a slide series.

In his work for Mennonite Broadcasts, Fairfield has helped write brief TV spots which attempt to convey a Gospel truth to a particular situation of family or personal conflict. The spots have received wide commendation and have appeared on 320 TV stations in the United States, including WABC in New York City and KYW in Philadelphia. The spots also have appeared on 90 per cent of the television stations in Canada.

Fairfield also edits **Alive** magazine, also produced by Mennonite Broadcasts.

In June Fairfield will move to Ottawa, Canada, where he will establish "Creative Counselors," a marketing-public relations firm.

GC religious life

continued from page 1

in his book **The Cost of Discipleship.** He describes it thusly: "Cheap grace means grace as a doctrine, a principle, a system. It means forgiveness of sins proclaimed as a general truth, the love of God taught as the Christian "conception" of God. An intellectual assent to that idea is held to be of itself sufficient to secure remission of sins." 1 "Cheap grace is grace without discipleship, grace without the cross, grace without Jesus Christ, living and incarnate." 2

I feel that we have sold out to this type of thing. It is not a Goshen College phenomenon, but rather the condition of the church as a whole. We are being too completely assimilated into the middle class American value system which says that a person can do anything he wants and earn and hoard as much money as possible as long as he occasionally appeases God by an hour of his time and a dollar of his money. Sometimes we may donate a couple of hours or a day or a week for some good project which we call service. Then we really feel righteous. Then the real high point comes when we sit around and speak about discipleship.

There are very few of us who really understand what discipleship is. We are afraid to try it due to the demands it will make upon us, so we settle for cheap grace.

What results then is an effort to create Christian institutions without the necessary prerequisite, consecreated disciples. Isn't our **Standards** statement a good example of this? It is a beautiful statement of a perfect Christian community. Yet it will never work because it requires people who are entirely committed and who are disciples of Jesus. Few of us qualify. We are all too self-centered and goal-oriented to really be concerned for our brother. We are trying to create a community of brotherhood with self-centered people. It will never work. Only Christ can make Goshen College into a real community.

In order to improve the religious life of GC, we need to stop being apologetic for our backgrounds and our beliefs. True, much of our beliefs do need revision—we don't have to stay where we were when we got here. But let's not be afraid to say what we feel, even if it isn't profound, even if it does have its roots in the simple faith of a rural people.

We need to put intellectual pursuit into its proper perspective—as an aid to faith rather than an object of faith. It is a good tool for putting a structural foundation under a system of beliefs about God, but cannot replace those beliefs.

Perhaps, more than anything else, we need to discover the true meaning of what discipleship and commitment mean. This can only be done by each of us developing a personal relationship with God and actually discovering it for ourselves. We must become a pepole who can separate themselves from the farce of cheap grace and become an actual brotherhood of believers.

Footnotes.
1 Dietrich Bonhoeffer. **The Cost of Discipleship.** The Macmillan Company, New York, 1963. p. 45.
2 Ibid, p. 47.

GC religious life survey

In an attempt to discover attitudes toward the religious life on the GC campus, RECORD sent out questionnaires to 230 students inviting them to express their satisfaction or dissatisfaction toward organized campus religious activities. Approximately 45 per cent of the questionnaires were returned, and the results follow.

33% of GC students claim to be satisfied with religious life on campus; 66% are not.

Among the most frequently checked dissatisfactions were: the lack of religious expression (38% of the total, or 57% of the "dissatisfied"), the fact that the majority of the students don't seem to care (38%, 57%), and the over-intellectualization of our religious life (38% and 57%).

Somewhat surprisingly, only 15% of the total sample mentioned the fear of being labeled "pious".

Who dominates the religious life at GC? The "liberals," according to 18% of the forms; the "conservatives," according to 7%.

More than half of the questionnaires contained additional comments, some of them very revealing of the diversity of views we have at GC. Here are some of the more thought-provoking ones:

"Because of the nature of GC —I regret not being able to define "nature" any better—I find it impossible to know enough people or expose myself to enough ideas to feel qualified to answer this questionnaire."

"Most students are too intellectually lazy either to come to grips with the Anabaptist vision of radical discipleship or the basically Hebraic orientation of Jesus. We know nothing experientially of the costs of risks of costly discipleship, and the religious life at GC reflects our lack of courage in asking these radical questions."

"People are too inhibited and can't express their feelings."

"I like the chapel hymn-sings best of what the campus offers in religious life."

"What religious life? As C. S. Lewis said: 'Too much emphasis on something becomes its own negation.' "

"The feat of being labeled emotional in religious practices is a greater fear than that of being labeled pious."

"There is **so much** apathy."

"One should pay more attention to these minority students (not just those with long hair,) more specifically those who are not Mennonite in their religion as well as their **thinking.** You might be surprised to find that they aren't **always** wrong."

"The majority of the religious life is obviously hypocritical and the rest is relevant to no one but a seminary student."

"I feel there is a polarization. By this I mean Christianity is intellectualized or completely emotionalized."

"I feel that religious life on campus is too much of a performance — not a reality. I believe in Christianity as a total way of life, not an opportunity to discuss abstractions in pseudo intellectual terms and to show everyone what a good Christian I am. Nor should it be an opportunity to scorn others who are different."

Transfers And Profs

In an attempt to obtain a little more "objectivity" and some historical perspective **Record** asked some transfer students and some profs what they thought of campus religious life. We have summed up some of their more significant thoughts.

Kathy Bennett and Joyce Eicher, (Hesston transfers): "There is much more individualism concerning religious beliefs at GC. Students seem to be more aware of what other people think here. At Hesston, people tended to hang around in small groups that didn't know too much how other groups felt. We feel that there is much more openness among students in talking about their beliefs, whether they are atheists or fundamentalists. Individualism is the word that sums it up."

Pastor Harold Bauman: "This may be without basis, but I think we have a large percentage of students who are primarily pleasure-oriented and for whom the basic assumptions of Christianity have little meaning. These may be setting a style that intimidates others but we must remember that it nearly always costs something to take a stand as a disciple of Christ and this is not easy to do."

Prof. John S. Oyer: "We still have the tendency on campus to interpret Anabaptism as voluntarism, which has prompted a stand-off attitude on religion although there is less of this now. But in the hymn-sings and the Halverson meetings, I feel a certain wistfulness or longing in the audience. Maybe we should have a wider focus because some kinds do want a more fundamental type of expression.

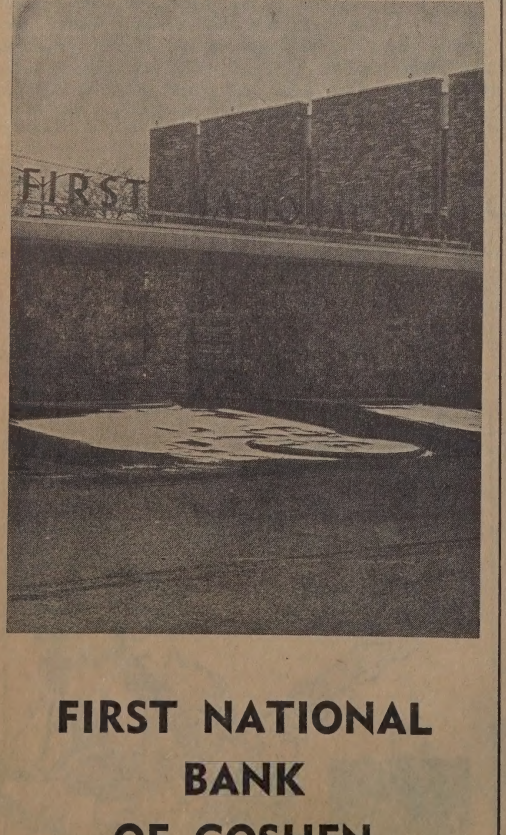
"The religious atmosphere at GC never has been very emotional. There is a tradition that holds us back. Although I never did like revival meetings, I feel there is a place for emotion in Christianity. Some kids are quieted down by the atmosphere on campus."

Prof. Jonathan Roth: "I think we're operating under the wrong assumptions. The basic assumption is that we are all Christians on this campus and 'it just ain't so'. The **Standards** seem to imply this but people are taking advantage of being treated as Christians. The students who are devout are held up to ridicule by the others who criticize them as being pious for piety's sake and go overboard with intellectualism."

Prof. Norman Kraus: "Now there is a tremendous variety of religious beliefs on campus. Ten years ago there was much more uniformity in the piety, beliefs and life style. Since 1965, when strong opinions were expressed about forcing religion, people with a more traditional viewpoint on piety, have become more aggressive. They don't feel the need to be apologetic about their beliefs. On the other hand, the people who were making very critical evaluations of traditional patterns are expressing more appreciation for the traditional Anabaptist patterns.

"In general students are terribly hesitant to commit themselves to anything. Nobody wants to tie himself down. Apa-

more on page 5



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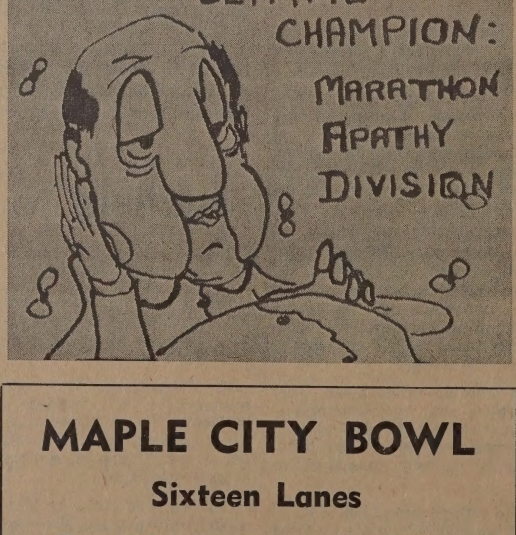

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Group retreats one week to Brunk's

by Thelma Miller

people...6 nights.. excite-
nent...tension...coal ..dust
..and we learned
earned...we saw...we felt
..we lived
Ve shared ourselves
l tension there came laugh-
er, honest smiles
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zanne Cooper, June Ginger-
Rachael Groff, John Hos-
r, Judy Hostetler, Dennis
fman, Eleanor Miller, Thel-
Miller, Carol Pellman, Dee-
Sameda, Jane Short, Dick Yoder and Fred Yoder

became more than names and Brunk's cabin became our home

From the 1st of March to the 7th, we, a small group from Campus Church, lived together at Brunk's cabin. Up and out by 7:30 and returning in the evening about 5:00. What did we learn? What did we feel? Here are some reflections from some of us.

"People are different at 6:00 in the morning than in the pseudo settings in which we meet each other during the day. One is not yet awake enough to have put on all his masks."

"The experience was worth all the effort, but the total group experience was greatly hampered by the pressure of tests, evening classes, committee meetings, etc."

"I think that we began to see each other as people. Sometimes not everything went so smoothly as it might have. We aren't perfect but we're just people working together for a week."

"It's surprising how little effort it takes to surpass cafeteria cuisine! Or maybe it was the atmosphere. Anyway you look at it, a week at Brunk's beats a year at the college! (a paved path to the "men's" would be appreciated though.)"

"A lack of structure with some welcome chaos helped us to relax and to be ourselves within the ideal group relationship, but we did have a good time. Fresh air after 11:00 p.m. never smelled so good!"

"I had to look at myself, my motives, my attitudes, to see the people around me. I got to know myself a heck of a lot better. Although a week isn't near enough time to really know 12 people plus yourself, it supplied the incentive to try."

"Be quiet because I have studying.' A single statement echoed many times throughout the week. When you get hurt by a "shut-up" you have to face the fact that you too are hurting the others. I feel I came to realize how cruel we are in our everyday selfish routines."

by Gail King

Winter mess

Soft campus lawn plus erratic Physical Plant drivers equals RUTS.

Organ dedication to include recital, choral, chamber works

by Larry Diener

pril 18 will be a significant day for the GC
munity.

he new Walcker organ (a German model) will
edicated that evening at 8 p.m.

r. Richard Litterst from Rockford, Illinois,
be the guest organist.

his will not be a traditional dedication in that
not strictly an organ recital. Rather, the pur-
is to show how the organ can and will be used
mbination with various groups at GC.

he program will begin with an organ prelude
ed by Mr. Litterst. Prof. Mary Oyer (cello) and Prof. Lon Sherer (violin) will then join with Mr. Litterst in a chamber work.

The GC orchestra will perform a Handel organ concerto. Mr. Litterst will play a section of organ music ranging from Baroque to contemporary. Bach, Franck, and Howells are among the composers who will be used in this series.

Two numbers will then be performed by the Chamber Choir with the organ. The Rev. John Mosemann is writing a litany to be used in the service.

As a closing, the congregation will sing a hymn with the organ.

Muslim scholar plans Islam lectures here

by Jayne Poynter

Mahmoud Ayoub, a blind Lebanese Muslim scholar, will be visiting the campus March 29-31. He will be speaking on various aspects of Islam during his stay, which will include a meeting with the Religion Club on Sunday night, a chapel address Monday morning and a lecture to the Religions of the World class on Monday afternoon.

Mahmoud Ayoub is also an accomplished player of a Lebanese instrument, the ud. While at Goshen he will perform on the ud and discuss the artistic and cultural contributions of Islam.

Mahmoud Ayoub is presently working toward his doctorate in Islamic studies at the Center for World Religions at Harvard University and is also attending McGill University in Montreal.

Ayoub also has an understanding of Christianity for he was converted when he was in Lebanon attending a Christian school and the American University of Beirut. However, he was later converted to Islam.

According to Prof. Marlin Jeschke, students rather than faculty members will be chiefly responsible for acquainting Ayoub with the campus since student accessibility to the multi-faceted knowledge of Mahmoud Ayoub is the primary purpose of his visit.

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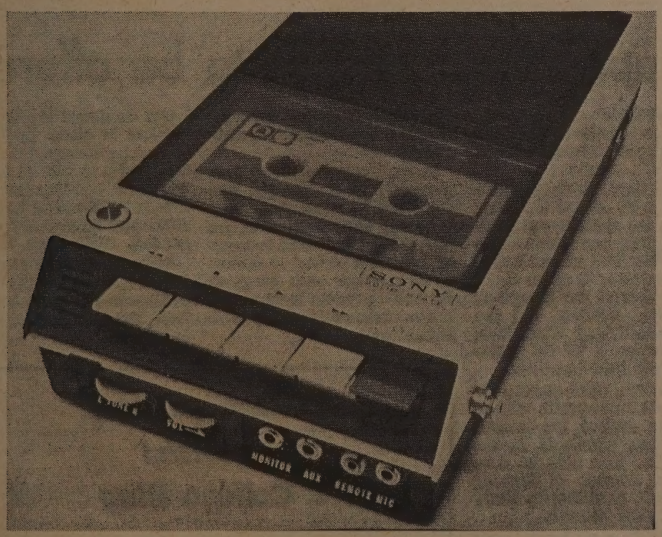

Now Sony has a new lightweight portable cassette tape recorder with a built-in condenser mike. The Model 110 features Sony's electronic innovation — the electret condenser microphone. And it's built right into the unit itself. The Model 110 is completely equipped with an additional, external remote-control F-25S cadioid dynamic microphone, personal earphone, four size— "C" batteries, a leather-textured carrying case, and a RM-15 remote start/stop control.

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Gunden resigns as business manager

by Luann Habegger

Mr. Ralph Gunden announced his resignation as business manager March 4 in order to accept a position as trust officer at the First National Bank of Goshen. His resignation will become effective July 1, 1970; however, he will be available part time or on a consultant basis for a period after this date if GC should request his service.

Mr. Gunden's resignation comes after a long period of service and association with the College. As a youth, Gunden watched the development of GC. His family's barn was located where the snack shop now stands. He remembers the time his father helped dig Coffman basement.

In 1941 Gunden entered GC as a student. His education was interrupted by his work for the Civilian Service and MCC. While with the MCC in western Europe, he served as controller under Atlee Beechy.

In 1949 Gunden re-entered GC. In addition to earning his economics major, he worked part time as GC's controller. After his graduation in '50, he devoted all his time to the duties of controller and filled this capacity for the next seven years. As controller, Gunden was in charge of the budgeting, accounting and reporting.

From this position he was promoted to business manager. His role as business manager entails operational reponsibilities and policy-making. He is responsible to the President and responsible for the operation of the individuals in charge of the dining hall, bookstore-snack shop-post office complex, the accounting department, staff personnel, the grounds and student finance. When a building is under construction, this is also his responsibility. Besides these tasks, Gunden helps in institutional decision-making since he is a member of the administrative council.

Commenting on his 13 years as business manager, during which the budget has increased between 6 and 10 times, Gunden said, "I tried to refine techniques, use the money as wisely as I knew how and be as supportive to the educational department as I could."

The most dramatic change Gunden witnessed during these 13 years was the growth of loan programs, grants and student aid. This increase required the addition to the staff of an individual who could assume full-time attention to student finances.

Gunden commented that he had more trouble financially as business manager when he first came than he now has. He believes the reason for this is today's affluence. In addition, he thinks the churches feel a greater responsibility for Goshen's welfare than they did 20 years ago, at least when this is translated into dollars.

Gunden feels that GC is in a strong position when compared to similar colleges. To those who pronounce the doom of the small college, Mr. Gunden's response is that it is difficult to predict the future since there are many things outside the college's control which affect a small college, such as state legislature and social conditions which may drain funds from education.

When questioned concerning the fee increase next year, Gunden said, "We didn't want to put fees up any more than the students wanted us to. However, faculty and staff salary increases and inflation necessitated such a fee increase." But Gunden pointed out that $60,000 more in grants and scholarships will be available to students next year plus a raise in students' rates for campus employment.

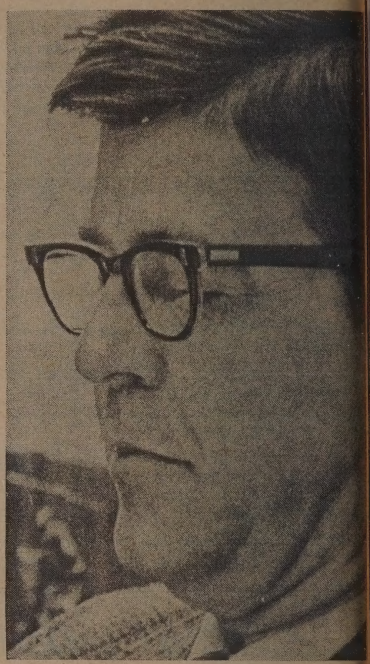
Gunden said, "Given the opportunity to work that there is now, given the loan programs there are and given the level of financial assistance of outright grants, anyone that really wants to go to college and mortgage their future can find his way through."

Comparing the GC student today with the GC student 20 years ago, Gunden notes a stronger social conscience, but not necessarily a "campus conscience," in today's student. He added, "Sometimes the individualism is not tempered quite as much as it might be." Gunden thinks students are less patient than when he went to school and are more highly motivated.

Mr. Gunden stated that it is difficult to think of leaving because "These have been terrific years and I am thankful for the experience." His severance with the College is also made difficult because of his family's involvement in GC. Nine members of his family attended Goshen. Three members have been on the GC faculty, and one sister is presently serving on the Board of Overseers.

Nevertheless, Gunden is "determined not to overstay his usefulness" for he feels he "doesn't have an unlimited quantity of drive and new ideas" to keep the same job until his retirement.

In a notice directed to faculty members and the Board of Overseers regarding Gunden's resignation, President Paul Mininger wrote: "During these years he (Gunden) has brought to his office the unusual combination of a brilliant mind, an understanding of the nature of the educational enterprise, a clear perception of the financial implication of all aspects of the Goshen College program, and a dedication to Goshen College as a college of the Mennonite Church."



by Gail Kin

Ralph Gunden

He has seen GC change

Adah Lynn to give recital

Miss Adah Lynn will give her senior recital at 7:30 p.m. Thursday, March 26 in Assembly Hall. Her repertoire will consist of opera selections by Verdi and Mozart, a selection from "Samson" by Handel, three James Joyce poems by Samuel Barber, four Emily Dickinson poems by Vincent Persichetti, and three selections by Brahms. She will be accompanied by Kristi Gautsche at the piano.

Appalachian seminar to be offered

GC students will have a chance to experience Appalachian culture in a 10 week seminar offered this summer.

The seminar, which runs from June 8 until August 14, takes place in the mountains of Eastern Kentucky and Western Virginia. This third annual Appalachian seminar is given under the auspices of the Council of Mennonite Colleges and the Mennonite Central Committee. Rod Hartzler, a '67 GC graduate, is the field instructor.

The course, which can be taken for six hours credit, will attempt to explore the culture which has developed in the mountains. This will be done using a number of learning techniques, according to Henry Landes, field director.

A '68 GC grad, Landes says that students will work at jobs in their interest areas, live in local homes and experience a certain classroom analysis of what they see happening.

Jobs will generally be with agencies working at problems in the mountains. This could mean anything from working with a community center to get a Credit Union operating to working as a nurse for one of the Appalachian Regional Hospitals.

Other facets of the program include weekend seminars which will be given direction by local people. Here students can depend on what they see and hear to evaluate such issues as the rightness or wrongness of strip mining.

People like Harry Caudill have addressed past seminars. Students will have an opportunity to talk to those who are as pro strip mining as Caudill is opposed to it. If a student so desires he can explore such things as the welfare system in the mountains or man's relationship to his environment.

The academic credit for the seminar is given by Eastern Mennonite College. GC students wil be able to take all six hours from EMC and then transfer the credits or take three hours from EMC and three hours of independent study from GC.

More information can be obtained from Dean Krieder or Professors Kauffman and Redekop. The registration deadline is April 1.

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The GOSHEN COLLEGE Record

More Week

VOL. 79 GOSHEN COLLEGE, GOSHEN, INDIANA 46526, FRIDAY, APRIL 10, 1970 NO. 10

259 seniors in commencement exercises

At 3:30 p.m. Sunday, April 19, 259 seniors will participate in the 72nd commencement exercises at GC. Of the total, only 129 seniors will actually graduate, as 137 will not complete graduation requirements until August, and 13 more will finish in December.

Dr. John Howard Yoder, president-elect of Goshen Biblical Seminary and professor of theology, will deliver the commencement address.

Mr. Robert McIntyre of Fort Wayne, Indiana, who is general editor of **The Wesleyan Advocate**, will pronounce the invocation, and Norman Derstine, Director of Church Relations at Eastern Mennonite College, will deliver the benediction.

At 11 a.m. Sunday morning baccalaureate service will be held for graduating seniors. President Paul Mininger will deliver the baccalaureate sermon.

The Rev. Richard Martin, pastor of the Pinto Mennonite Church in Pinto, Maryland, will deliver the invocation, and the Rev. Edwin Alderfer, pastor of the Kingview Mennonite Church of Scottdale, Pennsylvania, will offer the benediction. The Rev. Clayton Keener, Bishop of the Strasburg-Willow Street District of Lancaster Pennsylvania, will read scripture and offer prayer.

Special features of the service will be a series of folk hymns sung by Jim Yoder, Lorene Wagler, and Gerald Derstine, and an organ prelude and postlude by Jim Sauder.

Highlighting commencement weekend will be the dedication of the Jacob F. Rupp Memorial Organ in the Church-Chapel. Mr. Richard Litterst of Rockford, Illinois, will be the guest organist in a program at 8 p.m. Saturday, April 18, which will include the GC orchestra and Chamber Choir.

At 3 p.m. Saturday the Senior Nurses' Class Program will be held in the Church-Chapel.

Jazz band to present L-M

by Mary Schertz

The University of Illinois Jazz Band will present the eighth Lecture-Music number Saturday, May 2.

The Illinois Band, said to be one of the best bands in existence, has been awarded numerous prizes at jazz festivals and has appeared on nationally distributed television shows.

Dan Morgenstern, in the June 12, 1969 issue of **Down Beat**, says that the band is a "genuine jazz ensemble, and though technically excellent, it never puts technique and craft above spirit and content. Its repertoire is anything but restricted, and it never gets uptight."

He also says that the band has a "non-synthetic personality," due to the fact that the soloists are adept improvisers and the writers within the band brilliantly original.

The band is led by John Garvey, a remarkable man and a splendid musician who feels that music should primarily give pleasure and is known for his intelligent tension-and-release programming.

Among the band's standouts are Ron Dewar, tenor hornplayer, valuable because he can fill

more on page 5

Pilot Freshman course to be offered

by Linda Leichty

A new interdisciplinary course, at present known simply as the "Freshman Common Course," is being planned for freshmen in the fall. Planning the interdisciplinary "common course" are professors James Hertzler (chairman), John Fisher, John Ingold and J. R. Burkholder, who will all be teaching the course in the fal, and students Bob Guth and Becky Bair.

Eventually to be offered to all freshmen if successful, it will run as a pilot course in the fall and winter trimesters next year with 20% of the freshman class taking part. Students taking the course will be excused from Composition and World Literature.

The approach of the course will be to choose a problem and study it by using any of the disciplines which are helpful in any way to understand the problem. At present it has not been decided what problems will be studied.

Dean Kreider says he is interested in the course because he thinks "we need to develop courses that are particularly attractive to freshmen." The low student to faculty ratio in the course will open an opportunity for closer interaction between faculty and students which is often lacking at the freshman level.

Students will be chosen for the course in the same proportion which they occur in the freshman class. For example, the ratio of boys to girls, types of religions and geographical regions from which the students come will all be in the same proportions in the pilot course as they are in the class as a whole. Students will be notified during the summer if they have been chosen and will be given the opportunity to withdraw if they wish.

The eight hour, two trimester course will take the place of Composition and World Literature, although some substitution literature course may be added sometime later. The class will meet once a week for a mass lecture and twice a week in seminars of about 16 students each.

The course is the result of a recommendation by the General Education Studies Committee.

Replaces Guadeloupe . . . .

Haiti to be SST site

The SST French-speaking unit will be located in Haiti rather than in Guadeloupe next fall.

According to Arlin Hunsberger, SST Coordinator, the decision to relocate the unit in Haiti resulted primarily from the difficulty of finding service assignments in Guadeloupe.

He emphasized that SST locations are intended to be mobile and that GC "wants to retain the privilege to move in and out of countries rather easily." For that reason, he said, GC refuses to purchase property in the countries of SST units.

The unit in Haiti will operate for three trimesters and will be lead by Dr. Paton Yoder, Dean of Hesston College.

South Korea has officially been named as the SST site in the Far East. The unit will open in the Spring of 1971, and will be lead by John Zook, associate director of admissions.

A total of 113 GC students will be on SST this spring. The breakdown by locations is as follows: Costa Rica, 17; Nicaragua, 15, Honduras, 16; Guadeloupe, 20; Jamaica, 20; and Germany, 25.

Sauder to give organ recital

Music major Jim Sauder will perform his senior organ recital Tuesday, April 28 at 7:30 p.m. in the Church-Chapel. His repertoire will consist of works by Pachelbel, Bach, Mendelssohn and Walcha.

GC religious life: apologetic, intellectual, 'cheap'

by Larry Augsburger

Campus religious life is a difficult topic to write about since it is so illusive and subjective. It cannot be equated with any campus institution or activity. But, rather, it is an entire campus attitude, and each of us interprets this attitude in a different way.

Yet a significant number of people, professors and students alike, are becoming increasingly concerned about our attitudes toward religion. Various reasons for the problem they see have been discussed. I feel that there are three major ones. We of the Goshen College "community" are too apologetic for what we believe, too caught up in intellectualism and too attracted by "cheap grace."

Our apologetic attitude is mainly a reaction against our backgrounds. We all are familiar with the fundamentalistic emphasis on certain terms and experiences. We have all attended revival services, watched altar calls, and sung "Just as I Am." We've all been told we can't do or must do certain things due to rules and regulations which have come directly from the pages of the Bible.

Suddenly, in the intellectually charged atmosphere of GC, such things seem trite, simple and not in keeping with our newly acquired sophistication. We feel that everyone looks down on such things, so we develop new vocabularies, vocabularies which don't include the words "saved," "born again" or "revival," but which include words like * * *, * * *, and * * * for we certainly must not run the risk of being called pious.

We hesitate to defend our beliefs before anyone, lest they ridicule them or attempt to pick holes in them with theological and philosophical arguments we have never even heard before. The best stance is not to say anything. So we become the "quiet people on the campus." Or if we are forced into admitting what we believe, we belittle it and qualify it. No one really wants to stand up **for** what he believes.

The second problem, intellectualism, is closely related to the first. Surely, since we have now arrived and are educated and sophisticated, we must engage in deep theological discussions in our quest for meaning. And besides, it sounds impressive if we can throw around terms like soteriology, Christology and existentialism. But where does it get us?

Some intellectualism is good. Theology is good. I think the difference comes in whether we make intellectualism the means or the end. It should be used as a means of substantiating or revising our systems of beliefs. However, it seems like some people make theological intellectualism the goal. Instead of trying to find their meaning in Christ, too many people are trying to find meaning in discussion about Christ. There is no meaning there. The meaning lies in that to which theology points.

The sad thing is that these intellectuals are the more looked up to on campus since they can use the right terms and can intimidate others. Thus they effectively quiet the apologetic people. As a result, all we hear about is the never-ending search of the intellectuals while others with something to say, say nothing.

A third major concern is our being satisfied with "cheap grace." Cheap grace is a term which Dietrich Bonhoeffer uses

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Goshen College editorial page

The Record

Toward a positive piety

To speak of the religious life on the GC campus immediately involves one in a contradiction.

On the one hand, one cannot criticize the religious life at GC without paying deserving respect to the positive developments which have taken place this year. Campus Church in particular throughout the year has made a creative and progressive effort to discover new ways to make the Christian faith meaningful in the lives of students. The significance it has given to small groups has enabled some students to experience close and supportive interpersonal relationships, while its emphasis on service projects for members has acknowledged that personal faith cannot remain separate from service to others.

Yet at the same time there exists among many students a dissatisfaction with the religious life on campus. The survey taken by **Record** appearing elsewhere in this issue indicates that the formal religious activities at GC have not met the needs of a significant number of students.

What lies at the source of their dissatisfaction? It is difficult to determine, as random comments on the religious life at GC have ranged from "too apologetic" to "too intellectual."

Yet recurring throughout the complaints is the concern that the religious life at GC lacks a vigorous restatement of basic Christian truths and that it discourages one to express vocally and joyfully his personal faith. Indeed, many students and some faculty members seem to feel that a "crisis of piety" has appeared in the religious life at GC.

This crisis transcends the campus religious life, as it characterizes Christianity in general today. In their efforts to relate the Christian faith to an ever-changing world the broad basic themes of Christianity—grace, salvation, forgiveness and judgment—have been obscured or even neglected by many churches, while personal expression of ones faith has come to be identified with superficial emotionalism and a religion lacking genuine commitment.

At GC likewise positive piety often has been absent in the organized religious activities. Efforts to make the Christian faith intellectually acceptable often have sacrificed that element of transcendence which goes beyond reason alone.

Furthermore, the content of chapel services often has failed to be distinctly worshipful; indeed, much of the time chapel and convocation easily could be interchanged, the distinguishing factor being only the presence or absence of a hymn and a prayer.

And seldom in the organized religious activities do the basic themes of the Christian faith receive restatement.

It is unfortunate that the religious life at GC lacks a postive piety, for there exists among many students a hunger for a more visible expression of the themes of the Christian faith. In many of the chapel hymn sings this year, for example, students have filibustered for old-style gospel songs, while the recent series of meetings by Chris Halverson—who openly and frankly spoke of the basic Christian truths and of his own faith pilgrimage—even on a Tuesday drew a near-filled chapel.

Indeed, this hunger has been expressed this year in ways outside the formal religious channels. The year-long dialogue about the meaning of the **Standards of our Life Together** is fundamentally religious in nature, indicating a concern among many students and faculty that love and mutual caring become more fully realized as the basis of our life together.

Because of this yearning for a more visible and positive expression of the essential elements of the Christian faith, it is imperative that the nature of the religious activities at GC be changed. Chapel services in particular, as one of the most important religious activities, should be made more distinctly worshipful in nature, with a greater role assumed by students and faculty.

But most importantly there must be a reorientation in the total religious atmosphere at GC toward a positive and a wholesome piety—not a superficial and sentimental emotionalism, but a reverent and joyful acknowledgment of the holy and transcendent, of the basic themes of the Christian faith, and of ones personal responsibility before God.

For unless our religious activities recover a genuine and positive piety, the religious life at GC will continue to stagnate and the needs of many students and faculty will go unmet.

—P.B.

Mind's I

by Jon Beachy

Peace: delivery from ourselves to joy of living

P eace, a major priority which
E veryone seems to be pursuing
A ctively, and with great fervor, but somehow it
C onsciously seems to be
E vading us. Perhaps it's because

A lmost all our efforts for peace seem to
T ry to leave out the fact that

G od wants to be intimately involved in
C onverting our humanity into divinity.

A lthough we've heard of our
N eed for revival from little up, we
D are seldom use such a term anymore; but

I personally feel that from
N ow on, our only answer is revival.

T he peace that Christ promised wasn't just a
H ell escape, or heaven to gain, but for
E veryone right now, a joy and a peace in living.

W hile we're seeking peace in the world, so
O ften we forget we're part of that world, and to
R eject the Prince of Peace in our hearts,
L eaves us with something less than perfect to
D eliver our world, ourselves, from hate and ourselves.

N o one wants to hear a fire and brimstone message,
O r to be dragged into heaven by emotion, but
T hanks be to God, He's promised a lot more than blazing

I nfernos, or glittering towering mansions.
M ore, because He said, "My
P eace I give to you, and leave with you," and
O ffered, along with this peace, the Holy
S pirit to teach, guide, and to empower and
S trengthen all our lives and all of each life.
I challenge us, here at GC, to
B elieve in His promise, His life, and His
L ove, for peace in the world, (that's in us) with
E ternal life as one of many "side benefits."

Coeducational housing: Involvement with life

by Jane Byler

One of our biggest hang-ups recently has been the social sterility of campus life—more precisely, lack of interaction between male and female.

Part of the blame for this polarization of the sexes has been directed toward antiquated housing systems. And the problem is not unique to Goshen College. An article which appeared in **Fortune** magazine last year stated that although the "dreariness of dormitory living has not figured prominently among the complaints listed in the manifestoes of student rebellion," it is "nevertheless an important factor contributing to campus malaise."

Several attempts have been initiated at Goshen, the most recent of which, open dorm-visitation, was passed by GCCG last week. The purpose behind the proposal is to "create a natural setting in which guys and girls could interact spontaneously—as persons rather than merely as boys and girls."

Inter-dorm visitation in general has been the object of nation-wide attention in recent months, and on some campuses it is already outdated. Paul Woodring, in an article early last year in **Saturday Review**, predicted that if interdorm visitation is prohibited on campuses, students will eventually flock to off-campus housing.

For the natural setting which is sought in housing, off-campus facilities for all students would be the most ideal. In a small-town situation, however, sufficient facilities are not available. That leaves the institution with full responsibility for providing housing.

Tradition of course has penned the women in one building, men in another, often as far away from each other as possible. However,

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from the basement . . .

by R.A.T.S.

Senior tribute: year to remember

Seniors are a strange group of creatures. They have struggled through altogether too many assigned readings, term papers and exams. With senior seminars complete, a huge sigh of relief comes forth and graduation day is hailed. Some, however, panic. There are several kinds of panic: help! I'm still unengaged; hey fellows! I think I want to stay here where it's safe and secure; good grief! What am I going to do when I graduate?

Of course, some seniors are all ready to rush right out, take the world and remold it immediately. The social workers are going to bring the schools out of the dark ages; the sociologists and religiologists will do their thing, namely save the world, provided the scientists don't accidently blow it up first.

And it's all going to take less than five years. Which means you freshmen won't have anything to do when you graduate, we'll have everything very well under control, thank you.

Now is not the time to gently suggest that of all the reading and writing done the past four years, probably only ¼ of it will prove useful. But no more of that here, for this should be a time of joy, not despair. At least that's what we're told; so come seniors, let us be joyful.

Let us look back and rejoice at the truly great and wonderful things which have passed before, behind and around us this year. First trimester saw us all involved in Vietnam, which gave way to ecology, second trimester. The War is still on, but ecology is much more of an "in" thing right now. Besides, the war will probably be around for awhile yet and surely will again come into popularity.

There was the fantastic show of concern for those who are down and out—you know, seniors give $3.75 to the compassion fund instead of wearing caps and gowns while we merrily bus off to Chicago with nary a word of protest.

Hippies and intellectuals were given their honor, but no one wanted to be a hippie, and intellectuals loudly denied that intellectuality.

Community was seen here and there. Mostly there, unfortunately. People began to see each other as persons. Delightful experience and one we heartily recommend perpetuating. Dorm hours are finally about to be abolished. Tuition went up again but for once we didn't particularly care.

Ah yes, the senior year. Truly one to be remembered. And one senior, namely Bonnie Hackel, will look back at her senior year as the year she finally got to do something she's always wanted to do . . . write a column with a pseudonym by-line.

The Goshen College Record

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oeducational housing

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ny universities are now moving toward coeducational housing, with "surprising" results which have won the approval of even n periodicals as **Reader's Digest** and **Ladies' Home Journal.**

One of the greatest objections to such a move has sprung from ear of "moral decay."

Coeducational housing experiments have overwhelmingly disved an increased trend toward sexual promiscuity. GC's own well House report revealed that "rather than leading to sexual miscuity, coed living and open visitation have encouraged a ithier attitude toward the opposite sex and respect for each inidual's personhood."

Studies at Stanford University, where coeducational housing was ituted in 1967, revealed several facts: 1) a decrease in formal -to-one dating and increased formation of relationships other n those based exclusively on sex; 2) as much time spent in dying in the coed environment as in single-sex houses; 3) a ater participation in cultural and "community" activities; 4) provement of manners (panty-raids and dorm-storming—nil) and earances.

"The study strongly suggests that individual behavior patterns d standards remain the same." One house president at Stanford ened the house to a fish bowl: "You feel very exposed to all the mbers of the house, and that's a constraining influence."

With all our stress on inter-personal relationships and mutual ncern for each other, "sex" as such is losing much of its childish bject"-al appeal in favor of "person"-al relationships. Youth are ming to see each other only secondarily as male and female lthough the sex relationship is not to be discredited or discarded). e trend is more toward a pursuance of the opposite sex for its manity rather than only for "sex." Men and women seek to ow each other as friends and companions, as well as dating obcts.

John Monro, former dean at Harvard University, says, "This nd of comradeship and real, strong friendship are very important wadays . . . the opportunity to talk endlessly is a tremendously portant part of the apparatus for sounding off and finding one's y through college. There are some very important friendships tween men and women in which sex is not the main object." And one GC graduate has put it, "We need to live together, not to ve to rendezvous every time we want to see one another."

"Not only is coed living natural," says one college dean, "but s a richer environment for learning. Coed dorms will be better st as coed classes are better—more stimulating, intellectually elier."

Could it happen at GC?

Goshen College is staffed with a very perceptive and concerned rsonnel. Norman Kauffman, Dean of Housing, recognizes hous- as a number one problem and warns that it can not be taken htly. Mrs. Rosa Stone, Dean of Women, adds that she is in favor a complete restructuring of housing, tending toward some kind coeducational set-up.

Furthermore, the Howell House experiment has met with overelming success in this area, and hopefully will be continued in e future on a larger scale.

Finally, those students already fortunate enough to have lived f-campus label the experience as invaluable. Learning at once comes a healthy experience. Education becomes a PART of e rather than LIFE. In assuming full responsibility for his life, e student is free to act and interact at will without seeking the proval of the institution. In such an environment, he at once bemes a person, in touch with live-ing.

An immediate obstacle to such a move on a large scale is reurces. The most ideal situation would be the availability of offmpus apartments, preferably college-owned, for rental to stunts. Since such facilities do not abound in Goshen City, the colge would be forced to seek out the resources already at its disal—a complete restructuring of dormitories and available buildgs into some type of models or apartment complexes complete th living facilities, to be rented from the college.

As this type of reconstruction is probably inconceivable finanally, some other steps could be taken until implementation is rked out. This could take the form of alternate flooring—girls on e floor, guys on another, with a common cafeteria in each buildg, and the erstwhile encouragement for as many students to live as possible.

Such a move would not be initiated without some form of struce and restriction. Provision would necessarily be made for those o do not wish to live in the coed environment. Most likely freshen and sophomores would not be granted the same living freedoms upperclassmen.

Up until now, beginning with the extension of women's closing urs, through their abolition, to open-dorm visitation, we have had provide "reasons" to substantiate and justify our demands. Those asons have had to be carefully worded and convincingly presented merit the consideration of faculty and to warrant the condonation the constituency.

There are no concrete reasons for coeducational housing. There only that natural law which dictates that male and female are eant to complement each other, and that each functions best in environment which provides opportunity for that complementan.

Not only will coeducational housing foster that climate, it will so grant the necessary freedom to prove our capacity to manage r personal lives maturely, constructively and responsibly, as we e asked to do, which in turn contributes to educational and social velopment. It's all a part of the purpose of college—to involve dents with life..

Committee completes investigation of grading, evaluation system

by Gail King

The faculty-student committee on Grading and Evaluation has completed its preliminary examination of grading systems and has prepared its findings for student and faculty discussion.

The primary proposals concern restructuring the current system of letter grades and the computation and use of the grade point average, increasing the role of students in self evaluation, and including written evaluation with or in place of letter grades.

After presentation of its finding to Senate, the committee, upon GCCG recommendation, revised its proposals into a simplified form tentatively to be used to initiate student and faculty response.

The committee's proposal contains three grading system models. The first of these plans, the most radical, contains the use of three grades only —honors, indicating "creative superlative achievement" and which is a qualitative rather than quantitative measure; pass, indicating work "entirely satisfactory for college credit"; and no credit, indicating a situation in which credit is not given due to withdrawal, unsatisfactory level of achievement, etc.

Under this system GPA would not officially be computed or recorded. Graduation would require the completion of 120 hours of pass or honor grades. A time limit may possibly be set for the fulfillment of graduation requirements. Written evaluations would be required for all students and would be entered upon the student's transcript with possible necessary exceptions.

The second plan, differs little from the first, the main change being the inclusion of two more letter grades in the system. In addition to honors and pass, a superior grade, indicating "achievement substantially above that required for credit" would be the second highest level. Also a fail grade would replace the no credit mark, clearly indicating on the transcript a level of "achievement not satisfactory for college credit." The GPA and written evaluations would be the same as in the first plan.

The third alternative would be a grading system little changed from that now used. Letter grades could be assigned as in the second plan or they could be as currently given. The GPA would be officially computed and recorded but "de-emphasized." It would be computed to only one decimal place and would be used as an approximation measure in placing students in groups of achievement rather than as a measure to rank students or to "compare individuals." Written evaluations would be mandatory for all honor and failure grades with optional use otherwise.

During this trimester, the committee surveyed the literature available concerning grading systems and contacted approximately 50 colleges who are using or who have considered using any sort of unconventional grading system.

According to chairman Dr. Arthur Smucker, the committee then produced four main areas of consideration for a new grading system—the use of written evaluations, the use of grade point averages, the number of grade categories and symbols to be used and the use of different grading systems in different departments or divisions of the college.

At this point, said Dr. Smucker, the need is for student and faculty discussion and reaction to the ideas proposed. Such discussion Dr. Smucker feels, must be informed and thought out. The student response he feels is most vital for it is the students who will be most affected by a change in the grading system.

Dorm discussions, open forums and printed materials were suggested as means of producing student-faculty reaction.

The committee, said Dr. Smucker, began its work from the assumption that the present grading system is inadequate but that a grading system of some form is desirable. Students, he stated, should be motivated by a desire for learning rather than by rewards for accomplishments.

Testing objectives must be realized more adequately and their significance more clearly known. And students, Dr. Smucker feels, need an increased role in self evaluation as a part in their maturation process.

Dr. Smucker stated that a grading system is desirable and has validity within the academic setting for academic purposes. Problems arise when the grades are used to make comparisons for which they are inadequate measures and in attempts to judge too much of an individual's future performance.

Fairfield to produce booklet on GC

"Why should anyone want to come to Goshen College?"

That was the question which Mr. Jim Fairfield of Harrisonburg, Virginia, attempted to answer last week.

Mr. Fairfield has been commissioned by GC to produce a booklet on "the real Goshen College," and last week he visited the campus to gain impressions of what GC is like.

Fairfield, who works for Mennonite Broadcasts and also does free-lance writing, listened to groups of students describe such organizations and features of GC as Community Government, Campus Church and Howell House.

From these impressions he will produce a booklet which will attempt to convey the essence of life on the campus. He also will produce a slide series.

In his work for Mennonite Broadcasts, Fairfield has helped write brief TV spots which attempt to convey a Gospel truth to a particular situation of family or personal conflict. The spots have received wide commendation and have appeared on 320 TV stations in the United States, including WABC in New York City and KYW in Philadelphia. The spots also have appeared on 90 per cent of the television stations in Canada.

Fairfield also edits **Alive** magazine, also produced by Mennonite Broadcasts.

In June Fairfield will move to Ottawa, Canada, where he will establish "Creative Counselors," a marketing-public relations firm.

GC religious life

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in his book **The Cost of Discipleship**. He describes it thusly: "Cheap grace means grace as a doctrine, a principle, a system. It means forgiveness of sins proclaimed as a general truth, the love of God taught as the Christian "conception" of God. An intellectual assent to that idea is held to be of itself sufficient to secure remission of sins." 1 "Cheap grace is grace without discipleship, grace without the cross, grace without Jesus Christ, living and incarnate." 2

I feel that we have sold out to this type of thing. It is not a Goshen College phenomenon, but rather the condition of the church as a whole. We are being too completely assimilated into the middle class American value system which says that a person can do anything he wants and earn and hoard as much money as possible as long as he occasionally appeases God by an hour of his time and a dollar of his money. Sometimes we may donate a couple of hours or a day or a week for some good project which we call service. Then we really feel righteous. Then the real high point comes when we sit around and speak about discipleship.

There are very few of us who really understand what discipleship is. We are afraid to try it due to the demands it will make upon us, so we settle for cheap grace.

What results then is an effort to create Christian institutions without the necessary prerequisite, consecreated disciples. Isn't our **Standards** statement a good example of this? It is a beautiful statement of a perfect Christian community. Yet it will never work because it requires people who are entirely committed and who are disciples of Jesus. Few of us qualify. We are all too self-centered and goal-oriented to really be concerned for our brother. We are trying to create a community of brotherhood with self-centered people. It will never work. Only Christ can make Goshen College into a real community.

In order to improve the religious life of GC, we need to stop being apologetic for our backgrounds and our beliefs. True, much of our beliefs do need revision—we don't have to stay where we were when we got here. But let's not be afraid to say what we feel, even if it isn't profound, even if it does have its roots in the simple faith of a rural people.

We need to put intellectual pursuit into its proper perspective—as an aid to faith rather than an object of faith. It is a good tool for putting a structural foundation under a system of beliefs about God, but cannot replace those beliefs.

Perhaps, more than anything else, we need to discover the true meaning of what discipleship and commitment mean. This can only be done by each of us developing a personal relationship with God and actually discovering it for ourselves. We must become a pepole who can separate themselves from the farce of cheap grace and become an actual brotherhood of believers.

———

Footnotes.
1 Dietrich Bonhoeffer. **The Cost of Discipleship.** The Macmillan Company, New York, 1963. p. 45.
2 Ibid, p. 47.

GC religious life survey

In an attempt to discover attitudes toward the religious life on the GC campus, RECORD sent out questionnaires to 230 students inviting them to express their satisfaction or dissatisfaction toward organized campus religious activities. Approximately 45 per cent of the questionnaires were returned, and the results follow.

33% of GC students claim to be satisfied with religious life on campus; 66% are not.

Among the most frequently checked dissatisfactions were: the lack of religious expression (38% of the total, or 57% of the "dissatisfied"), the fact that the majority of the students don't seem to care (38%, 57%), and the over-intellectualization of our religious life (38% and 57%).

Somewhat surprisingly, only 15% of the total sample mentioned the fear of being labeled "pious".

Who dominates the religious life at GC? The "liberals," according to 18% of the forms; the "conservatives," according to 7%.

More than half of the questionnaires contained additional comments, some of them very revealing of the diversity of views we have at GC. Here are some of the more thought-provoking ones:

"Because of the nature of GC —I regret not being able to define "nature" any better—I find it impossible to know enough people or expose myself to enough ideas to feel qualified to answer this questionnaire."

"Most students are too intellectually lazy either to come to grips with the Anabaptist vision of radical discipleship or the basically Hebraic orientation of Jesus. We know nothing experientially of the costs of risks of costly discipleship, and the religious life at GC reflects our lack of courage in asking these radical questions."

"People are too inhibited and can't express their feelings."

"I like the chapel hymn-sings best of what the campus offers in religious life."

"What religious life? As C. S. Lewis said: 'Too much emphasis on something becomes its own negation.' "

"The feat of being labeled emotional in religious practices is a greater fear than that of being labeled pious."

"There is **so much** apathy."

"One should pay more attention to these minority students (not just those with long hair,) more specifically those who are not Mennonite in their religion as well as their **thinking.** You might be surprised to find that they aren't **always** wrong."

"The majority of the religious life is obviously hypocritical and the rest is relevant to no one but a seminary student."

"I feel there is a polarization. By this I mean Christianity is intellectualized or completely emotionalized."

"I feel that religious life on campus is too much of a performance — not a reality. I believe in Christianity as a total way of life, not an opportunity to discuss abstractions in pseudo intellectual terms and to show everyone what a good Christian I am. Nor should it be an opportunity to scorn others who are different."

Transfers And Profs

In an attempt to obtain a little more "objectivity" and some historical perspective **Record** asked some transfer students and some profs what they thought of campus religious life. We have summed up some of their more significant thoughts.

Kathy Bennett and Joyce Eicher, (Hesston transfers): "There is much more individualism concerning religious beliefs at GC. Students seem to be more aware of what other people think here. At Hesston, people tended to hang around in small groups that didn't know too much how other groups felt. We feel that there is much more openness among students in talking about their beliefs, whether they are atheists or fundamentalists. Individualism is the word that sums it up."

Pastor Harold Bauman: "This may be without basis, but I think we have a large percentage of students who are primarily pleasure-oriented and for whom the basic assumptions of Christianity have little meaning. These may be setting a style that intimidates others but we must remember that it nearly always costs something to take a stand as a disciple of Christ and this is not easy to do."

Prof. John S. Oyer: "We still have the tendency on campus to interpret Anabaptism as voluntarism, which has prompted a stand-off attitude on religion, although there is less of this now. But in the hymn-sings and the Halverson meetings, I felt a certain wistfulness or longing in the audience. Maybe we should have a wider focus because some kinds do want a more fundamental type of expression.

"The religious atmosphere at GC never has been very emotional. There is a tradition that holds us back. Although I never did like revival meetings, I feel there is a place for emotion in Christianity. Some kids are quieted down by the atmosphere on campus."

Prof. Jonathan Roth: "I think we're operating under the wrong assumptions. The basic assumption is that we are all Christians on this campus and 'it just ain't so'. The **Standards** seem to imply this but people are taking advantage of being treated as Christians. The students who are devout are held up to ridicule by the others who criticize them as being pious for piety's sake and go overboard with intellectualism."

Prof. Norman Kraus: "Now there is a tremendous variety of religious beliefs on campus. Ten years ago there was much more uniformity in the piety, beliefs and life style. Since 1965, when strong opinions were expressed about forcing religion, people with a more traditional viewpoint on piety, have become more aggressive. They don't feel the need to be apologetic about their beliefs. On the other hand, the people who were making very critical evaluations of traditional patterns are expressing more appreciation for the traditional Anabaptist patterns.

"In general students are terribly hesitant to commit themselves to anything. Nobody wants to tie himself down. Apa-

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/ietnamese student talks of home, U.S.

by Luann Habegger

guyen thi Minh, Goshen's t female Vietnamese student, ved on campus in the middle November. Her flights from gon, South Vietnam, to Chi- o lasted two days. However, preparation for this trip took nths.

fter satisfactorily completing English tests that GC had to her, Minh (her first ne) applied to the Minister Education for permission to ly abroad. In August, a new inet was appointed so action Minh's papers was delayed le the administration nged.

October Minh's papers e approved. Another month sed before Minh received her sport. In November the pe- nineteen-year-old left her ne and country for the first e. Prof. and Mrs. Atlee echy, her host family, Noreen heim, Minh's roommate last nester, and Tran van Quang, cousin, met Minh at O'Hara ernational.

Minh's brother-in-law, the min- r of Saigon's only Mennonite rch, had worked with Prof. echy through the MCC pro- m in Vietnam. Besides hear- about GC from her brother- aw and cousin, Minh knew a nnonite missionary who was quainted with Miss Viola od, International Student Ad- er. Through these contacts, h decided to attend GC.

According to Minh, the educa- nal system in South Vietna- se universities is inferior to the system in the U.S. Classes are crowded and often dismissed due to the war. There are no dormitories, and tuition is minimal.

If a boy passes the exam required to finish high school, he may attend college. If he wishes to study abroad, he must receive permission from the Ministers of Education and War. The exam is very rigid in order to reduce the number of boys eligible for college. Those who fail the test are drafted into the army. Each year the college student must be retested to see if he qualifies for the draft.

Three of Minh's brothers are in the South Vietnamese army and a fourth is facing the draft upon his return from New Zealand. One brother was to be discharged from the army one month following the Tet Offensive. Since the Tet Offensive, no discharges are ordered until the end of the war.

Minh expressed her opinion about the war and U.S. involvement: "The American government must get out and furnish weapons if its purpose for being in Vietnam is not only to protect the people but to experiment with nuclear weapons and prolong the war for the benefits of those American businessmen who are profiting from the war. Otherwise American troops should stay and fight to win. I want peace and peace is when my people live under the democratic system. The majority of the people are afraid to live under the Communists."

In addition to Minh's four older brothers, she has two older sisters and one younger sister. The two older sisters are married to ministers. Her father is an evangelical minister for a 150 member Alliance church in Saigon.

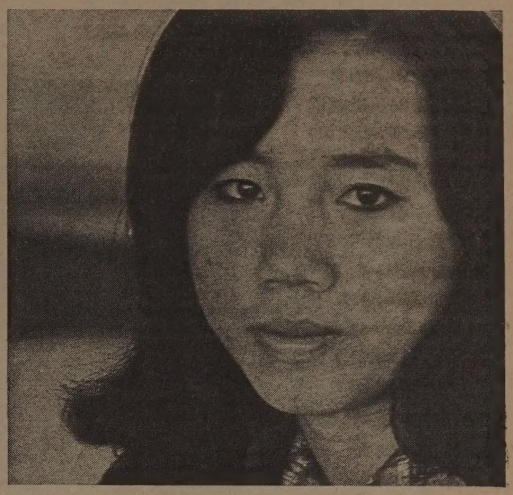
Prior to 1954, Minh's father served as a missionary in North Vietnam along with his brother and two sisters. Her father decided to move to South Vietnam in 1954 when the country was divided and the people were permitted to choose in which section they wanted to live. Minh's aunt decided to remain in the North; no word has been received from her since 1954.

Minh learned most of her English in high school where it is a required subject and through her work with the War Alliance of the YMCA. She served as the organization's secretary for 10 months. The War Alliance is involved in refugee work.

After being at GC five months, Minh stated that she likes "the food, people, and school but not the weather!" She had to purchase many new clothes in order to survive Indiana winter. Until the age of 13 or 14, Vietnamese girls wear Western clothes. The high schools insist that the high-school girl wear the national attire.

Besides the cold weather, the size of Goshen was different than Minh had anticipated. She was surprised to discover that Goshen and most U.S. towns do not have tall buildings and long lines of traffic as she was made to believe by pictures people showed her of U.S. life. Coming from a bustling city like Saigon, Goshen seems too small and quiet to Minh.

This summer Minh intends to work as a counselor at a camp. Her more future plans include graduating from GC with a music major and returning to Vietnam where she would like to arrange music and religious programs for radio and television. Minh has had some experience in this type of work. In Vietnam, Vietnamese soldiers heard her voice every Sunday morning on a chaplain's program. She also participated in a church program that was televised monthly.



Minh
'likes everything except weather'

C religious life survey

ntinued from page 4

is very much present."

/hat do these results mean? ey are certainly saying that thy is not a vain word at (a 45% return on a simple y-to-do survey is something s than overwhelming).

ut these results are really icating once again our lack communication, in our religi- life as well as in the other as of our life. The two major nplaints (the lack of expres- n and the **Impression** that hers don't care") grow right of our unwillingness to com- nicate and expose our beliefs.

or some reason, no one wants show any emotion when it nes to Christianity, though ry Christian should have ne feelings on the subject. Granted, each individual will have a different way of expressing his emotions. But whatever the type of expression, why don't we communicate it?

The second complaint, that a majority of students don't seem to care, also points out our inability to talk with each other. The fact is that a sizable number of students do care about Christianity. But they think they are the only ones. And when this starts keeping a person from expressing his beliefs, then lack of communication has become destructive.

To disagress one step further: GC is people and by failing to communicate with them as we are now, we are missing the boat in terms of personal growth, including our Christianty.

Reporter visits Howell House

by Rhoda Shenk

During the past two trimesters assorted individuals have "come together" at Howell House. Mama, Patty Borom; Daddy, Harley King Granny, Carol Beechy; Guardians, Devon and Marie Yoder; Baby, Alev Yoder (who just learned to walk last week); and six wierd kids, Dave Marohn, Scott Barrett, Mary Rich, Kwang El Suh, Ann Burkholder and Roger Martin have become a family group.

A ten-page evaulation of the Howell House experiment has been prepared and can be obtained from Devon Yoder. The evaluation is a very serious appraisal of what life was like at Howell House this year.

Visitors receive a cordial welcome at the large green house on South 8th Street. On April 3 Patty Borom, cook for the week, prepared fried chicken, rice, mixed fruit and pie.

The Howell House conglomerate was simply delighted to have a **Record** reporter observing them during the supper hour. As a result table conversation became exceptionally stimulating: "Patty you forgot your bib." "Buy Harley a new pair of pajamas for his birthday." "Mary's the one who gets thrown in the shower every week."

The reporter finally decided to stop the nonsense and said briskly, "Kwang, do you like living here?" He gulped his milk. Patty pulled his hair and he nodded yes.

Things went from bad to worse in the reporter's note-taking. A "very funny" joke was told concerning a carnation which Roger Martin had neglected to buy for his date. Patty diplomatically smoothed things over by saying, "Well at least they have one-third of a carnation since they're driving a car." As I said things were going from bad to worse.

The hilarity was candidly explained by one person's comment, "We aren't too happy about having someone here to observe us; that's why we're acting the way we are."

In other words, Howell House has been relationships, living together sharing and its strange to put it into words.

Next year will be different for these kids. Harley said, "Most of us don't want to go back to the dorm, but we're going to anyway."

Someone suggested, "We could rent a house."

Another, "Build a house..."

Or, "Camp out..."

Jazz band to present L-M

continued from page 1

so many roles so well, and altoist Howie Smith. Jim Knapp plays a mellow flugel horn with warmth and "clarity of line," and pianist Ron Elliston is a "sensitive and individual musician."

Don Smith, an "entertaining soul singer," with a unique blues style, also doubles as a flute soloist. And Cecil Bridgewater, a member who plays both the trumpet and the flugel horn, is said to be capable of "those magic moments when a man gets into his music so deeply that time seems to stand still."

It is this kind of talent, plus "a great enthusiasm for playing which is instantly communicated to the audience," which makes them one of the best bands in existence.

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Official final exam schedule

Saturday

8:00

Textile Design—Ku 03
Adm/Sch Library—Lib 001
The Far East—Ad 26
Urban Sociology—Art 219
The Church/Miss—Sc 211
Chr/Mod Thought—Sem C
Soph Field Work—CC 14-15
Maternal-Nurs—Sem B
Nurs of Children—Sem E
Nurs Leadership—Art 209

10:00

Ceramics I—M Lib
Elem School Art—Ku 03
Rec German Lit—Ad 21
Intro/Span Lit—Ad 20
Consum Ec Prob—Ad 07
Hist of W. Civ—Ad 28
Intro/Pol Sc—Art 118
Conservation—Sc 201, 202
Microbiology—Sc 101
Textiles—Art 109

Gen Physics—Sc 00
Pauline Epistles—Art 209
Hist/Phil of Ed—CC 14-15
Nurs of Adults—Sem C
Psyc Nurs—Art 219

1:00

Intermed Span B—Art 209
Bible Surv: Ot—Art 219
The Chr Faith, A,B—Sc 101

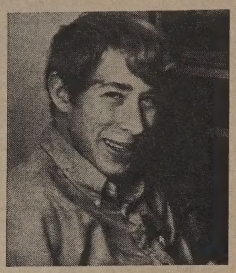
Monday

7:30

Public Speaking—Ad 28

10:00

Elem French—Ad 27
Elem German—Ad 21
Int German—Ad 26
Elem Spanish—Ad 20



Nursing II—Art 219
Nurs of Adults—Sem C
Psyc Nurs—Art 118

1:00

Expos Writ B—Ad 30
Mod Poetry/Trad—Ad 26
Math/Soc Research—Art 118
Comp Vert Zoology—Sc 202
Sem/Home Ec—Art 118
Teach Phys Ed—Un 05
Induct Bible St—Lib 001
Jr Field Wk (302)—CC 14-15
Sec Educ—Sc 101
Maternal-Nurs—Sem B
Nurs of Children—Sem E
Pub Health Nurs—CC 13

3:00

Comp and World Lit
Section A—Ad 20
Section B—Sem D, Lib
Section C—Ad 35
Section D—Ad 30
Section E—Sem E, C, B
Section F—Ad 28
The French Novel—Ad 27
Oral Interpretation—M Lib
Princ of Econ—CC 14-15
Modern Britain—Ad 26
Marriage/Family A—Art 219
Organic Chemistry—Sc 101
Family Health—Art 118
Modern Algebra II—Sc 201
Psyc Found/Ed—Lib 001
Nurs Seminar—Art 209

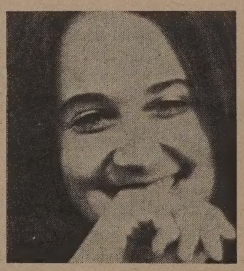
Tuesday

7:30

Desc Linguistics—Ad 21
Painting I,II—Ku 05
Expos Writing A—Sem D
Music Theory—Art 327
Voice/Articulat—Ad 36
Prob/Office Proc—Ad 07
Am Hist: Beg/1789—Ad 26
Cont Soc Prob—Art 219
Physical Science—Sc 001
Biology I—Sc 101
Nutrition—Art 118
Modern Geometry—Sc 201
Prot Christianity—Sem Lib
Chr Ethics—Ad 27
Jr Field Wk (303)—CC 14-15

10:00

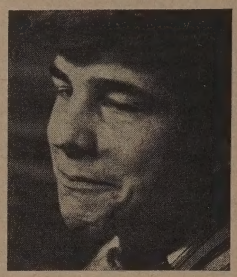
Adv Writ: Poetry—Sem E



Money & Banking—CC 13
Rec Amer History—Ad 26
Social Geography—CC 14-15
Pr/Analysis II—Sc 201
Health/Safety Ed—Un 05
Abnormal Psyc—Art 219
Clinical Sc II—Sc 101
Trends in Nurs—Art 209

1:00

Intro to F Arts—Ad 28



The Engl Lang—Ad 27
Children's Lit—CC 13
Adv Mus Theory—Art 327
Am/Engl F Stud—Ad 26
Shorthand II—Ad 07
Shorthd/Transc—Ad 07
Pub Finance—Ad 20
Analytical Chem—Sc 101
Meal/Mgt Nutrit—Art 118
Ind/Study El Ed—CC 14-15
Gen Psyc-Sc 001
Nursing II—Art 219

3:00

Intro to F Arts—Ad 28

7:00

Hist of Art II—Art 118
Intro/Journalism—Sc 201
Elem Sch Music—Art 331
Int Accounting—Ad 07
Marriage/Family B—Art 219
Hist/Phil/Phys Ed—Un 05
Heb Life/Cult—Sem E
The Christian Life—Sem C
Nrsy-Kndgtn Educ—CC 17-18
Reading Prob—CC 13
Psyc of Adjust—Lib 001

Wednesday

7:30

Calculus II (A,B)—Sc 201

10:00

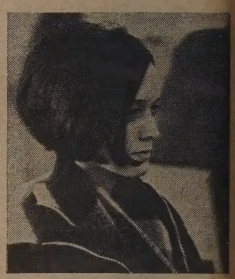
Int French—Ad 27
Int Spanish—Ad 20
Hist of Music—Art 331
Group Com/Disc L—Ad 36
Pr of Sociology—Sc 001
Eng Graphics—Sc 202
The Chem/F/Life—Sc 101
Introdu Biochem—Sc 101
Adv Prob/Cloth—Art 109
Structures/Math—Sc 201
Relig of World—Sem E
Audiovisual Ed—Lib 001
Nurs of Adults—Sem C
Pub Health Nurs—CC 13

1:00

Drawing I—Ku 05
History Sem—Ad 28
Biology III—Sc 101
Chr Ed/Children—CC 13

3:00

Teach Sec Sch Mus—Art 332
Intro to Stat—Lib 001
Lat Am/World Aff—Art 118
Hum Anat/Phys—Sc 101



Thursday

7:30

Brit Lit Survey—Ad 20
Lat Am Soc/Cult—Art 118
Biology II—Sc 101
Intermed Algebra—Sc 211
Found/Arith—Sc 201
Elec/Magnitism—Sc 001
Gymnastics—Un 05
Bible Surv: Nt.—Sc 101
Nursing II—Art 219

7:00

Business Law—Ad 21
Emerg/Soc Serv—Art 118

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SPECIAL

The GOSHEN COLLEGE Record

EDITION

79

GOSHEN COLLEGE, GOSHEN, INDIANA 46526, TUESDAY, APRIL 28, 1970

NO. 13

J. L. Burkholder named president

Harvard professor will assume office in 1971;

Dean Carl Kreider to be acting president one year

Prof. Henry Weaver to serve as Dean next year

Dr. J. Lawrence Burkholder, professor at Harvard Divinity ool and former professor at GC, has been elected by the Men- ite Board of Education to serve as GC's tenth president.

Dr. Burkholder will assume responsibilities of the office July 1,

During the interim year, Dr. Carl Kreider, Dean of the college, be acting president.

Dr. Henry D. Weaver Jr., professor of chemistry and chairman he division of international studies, will serve as acting Dean year. Currently Dr. Weaver is on sabbatical leave in Nepal.

r. Burkholder graduated from GC in 1939. He received the helor of Divinity degree from Gettysburg Theological Seminary 942, the Master of Theology degree from Princeton Theological inary in 1951, and the Doctor of Theology Degree summa cum le from Princeton in 1958.

Ordained by Bishop S. C. Yoder in 1942, Dr. Burkholder was or of the Croghan (N.Y.) Mennonite Church for two years, n he volunteered for relief work in China.

After a year of service in India, he administered the China f program of the Mennonite Central Committee and Church ld Service until December, 1948, when he and his family were cuated from Shanghai. He returned to the Far East in 1954 as f commissioner to Vietnam under Church World Service.

In 1949 Dr. Burkholder joined the faculty of GC, where he ght for 12 years. In 1961 he accepted a post at Harvard Divin- school to develop a new program in the structure and mission he church, a program which emerged as a new Department of Church.

In 1964 he was named by Harvard President Nathan M. Pusey he chair of Victor S. Thomas Professor of Divinity.

Also at Harvard Dr. Burkholder has organized an extensive l education program for the Divinity School plus a post- duate program in continuing education for ministers.

An author, he has written numerous articles for theological denominational publications, plus a variety of booklets, and contributed to a number of books. Currently in process are articles and a book, **The Third Way.**

In 1969 Dr. Burkholder was appointed by the Mennonite Board Education as the Conrad Grebel Lecturer. His lecture series on rch renewal was delivered at a number of places, including GC.

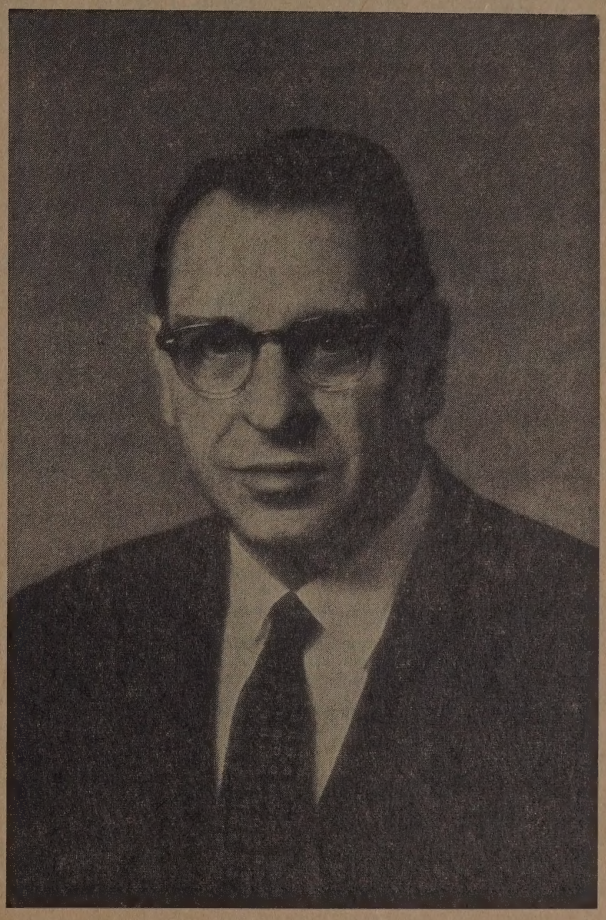
A native of Newville, Pa., he and his wife Harriet are parents wo sons and two daughters: Janet, a junior at GC; Myrna, a GC graduate who is a social worker in New York; Howard, a duate of Harvard University and a candidate for the B.D. de- at Harvard Divinity School; and Gerald, a high school fresh-

Dr. Burkholder plans to remain at Harvard until February 1, to continue work already begun. Between then and July 1 ill prepare for his new assignment, and will visit colleges and s SST units.

Commenting on the selection of Dr. Burkholder as GC's new ident Don Troyer, student representative on the presidential ction committee, stated, "Dr. Burkholder has long grappled the question of what the church ought to be, and particularly the forms its witness to others should take. I have great idence that his leadership will activate a fresh insight in nen students, present and future, into the nature of the living rch."

Prof. John S. Oyer, elected by the faculty to the seven- nber selection committee, said, "It was the committee's opinion he was clearly the best candidate among many. His strengths ude an intellectual and physical vigor; deep appreciation of the nonite Church and its various ministries; a first-rate skill at municating—with the church, students, and faculty; a willing- to handle difficult and delicate issues with tact; and a deep cation to the church-controlled liberal arts college."

And Dean Carl Kreider, chairman of the selection committee, , "Because of his experience as a professor of divinity in one ur nation's greatest schools of theology and because of his ser- as a pastor, many will think of Dr. Burkholder primarily as urchman. In their unanimous vote recommending his appoint- t, the President Selection Committee was also deeply impressed his administrative experience and by his concern for and ap- iation of the local community. We are most enthusiastic about choice and look forward to seeing Goshen College continue to ance on a broad front under Dr. Burkholder's dynamic leader- "



Dr. J. Lawrence Burkholder

In a telephone conversation with the Record **yesterday regarding his selection as GC's new president, Dr. Burkholder made the following statement:**

'It's an outstanding opportunity. The meaning of life, the experience of community, liberation of oppressed peoples, how to become a human being—such questions are what a college is about. Goshen has made notable progress. But it must move on with an even clearer understanding of its goals. Committment to Christ and response to the world are the keys to an innovative and constructive future.'

President anticipates retirement

by Luann Habegger

President Paul Mininger will leave office July 19, 1970, after serving 16 years as GC's ninth president. Under his presidency, the Goshen Plan, SST, Counselors' and Pastors' Program, and the Office of Experimentation in Christian Higher Education were initiated.

The building program was greatly expanded during his term with the construction of the Arts building, the seminary building, the church-chapel, the Harold and Wilma Good Library, High Park, Yoder, Kratz and Miller. In the fall of 1968 the world became the GC campus with the beginning of the SST program.

After July 19, President Mininger hopes to be able to travel, in Russia and Eastern Europe, study and spend time with his family. President Mininger is interested in learning more about Russian education and the Russian church.

The President has not decided where he will study. Presently he is considering studying in the United States or England. Before Mr. Mininger became President, he taught Bible and Christian education at GC for 17 years. He hopes that during the next year he can study recent developments in Christian education.

President Mininger has not decided what he will do after this year of study and travel. The Board of Overseers, which has given President Mininger a 12 month leave of absence, President-elect J. Lawrence Burkholder, and the Goshen faculty have told Mr. Mininger that they would be glad to have him back on the faculty or in some other post.

President Mininger stated that he is leaving his office with confidence in GC and the GC students. "My confidence has again been confirmed during the past week as I have watched the students respond to the crisis in our nation and in our colleges and universities. The deep and sincere concern about the moral issues in this crisis and the earnest search for a rational and Christian response was most heartening."

New independent study methods offered next year

GC students next year will have greater freedom to pursue study independently under two new methods for independent study.

If a particular course is not offered during a given trimester, students may arrange to take the course by independent study under the direction of the faculty member who usually teaches the course.

Students also will have the opportunity to suggest their own topic areas for independent study, even though those areas might not be covered by courses in the curriculum. Under this plan which is especially suited for the spring trimester, students might pursue their independent study not only on campus but also in cities, in rural areas and in foreign countries.

by Al Glick

Rock-a-bye President Mininger

Dale Frankenfield, Gloria Yoder, Kathy Matthews, Ruth Ann Dome and June Gingerich recently presented President and Mrs. Paul Mininger with a leather chair made in Costa Rica as an expression of the appreciation of Costa Rican SSTers for the President's years of service and for his leadership in developing SST. The Dan Hesses were also present for the occasion.

the GOSHEN COLLEGE Record

VOL. 79 GOSHEN COLLEGE, GOSHEN, INDIANA 46526, FRIDAY MAY 15, 1970 NO. 14

Kremer to give organ concert

by Joan Kropf

Rudolph Kremer, assistant professor of music at the University of North Carolina, will present an organ recital in the college chapel Sunday, May 17, at 3:30 p.m.

Dr. Kremer is a native of St. Louis, Mo., where his German-born father, also an organist, settled when he moved to America. Dr. Kremer's ability was recognized at the age of four, when it was discovered that he had perfect pitch and unusual ability at the keyboard. He worked with his father to develop his talent and began to play the organ at the age of 12 "when my feet could reach the pedals".

An organ teacher from St. Louis University encouraged him to attend the Curtis Institute of Music. He received his undergraduate music degree from Curtis in 1952. A Fulbright Scholarship enabled him to study organ and harpsichord at the Vienna Academy of Music the following year. He received his Master of Music in organ and his Ph.D. in Musicology from Washington University.

Before joining the faculty of the University of North Carolina in 1964, Dr. Kremer spent four years as assistant professor and university organist at Cornell. He is presently teaching history and theory as well as organ, and has given numerous recitals in the eastern United States.

This semester he is undertaking an unusual project in an honors class for non-music majors—the entire class will be involved in the construction of an actual harpsichord. Dr. Kremer, who maintains a home workshop, has been interested in working "with wood and things of a mechanical nature" almost as long as he has been playing them.

Dr. Kremer's GC program will include compositions by Frescobaldi, Scarlatti and Mendelssohn, four Bach numbers and an original composition, "Sonata for Organ."

Cambodia and Kent . . . .

Students express sorrow and protest

When GC students returned for the first term of the spring trimester, most of them expected a routine of concentrated study, afternoon sunbathing or leisurely discussions while sprawled out on the grass.

Then Cambodia.

Then Kent State.

The tragedy at Kent contained many of the elements found in myths and ancient religious ceremonies. The contest, or "agon", between the forces of winter and spring led to suffering and the slaying of the spirit of spring, or what is known as "pathos."

The 10:30 classes were dismissed Tuesday so the GC community could discuss and search to find the most meaningful response to the "pathos" of the Cambodia and Kent State events. A march or rally, a memorial or song service, a period of silence, and an individual rather than a corporate response were some of the suggestions offered by faculty and students as being appropriate expressions of GC's sorrow and protest.

A committee of seven, composed of Don Yost, Carol Beechy, Tom Rudy, Larry Miller, Tom Graham, Prof. C. Norman Kraus and Prof. Nick Lindsay was formed to draw up further suggestions for action.

In myths, the appearance of a messenger who informs the group of the suffering is often considered the third element of tragedy. Karen Wagler, a former GC student presently enrolled at Kent State, told those present at the 4:00 meeting of the recent events. Karen estimated that she stood 25 feet from the shooting. She was accompanied by Susan Phillips, a friend of one of the slain students.

During the afternoon meeting Carol Beechy read the matters of business the committee decided should be discussed. These matters were 1) the proposal suggested by some people that GC should strike 2) a memorial service 3) continuing communication through a. letters to President Nixon and Congressmen b. church outreach through dialogue c. door to door visitation by teams of students 4) recognition and participation in the Washington rally as marshalls 5) a meeting with responsible community leaders for the discussion of local problems.

The discussion was complicated by various amendments to the original proposals. The proposal for a future suspension of classes was defeated. The resolution presented by C. Norman Kraus and passed by the group declared that the morning's dismissal of classes was an expression of the GC community's sorrow and protest of the Cambodian and Kent State events. Seven dissenting votes were cast.

During the 7:00 meeting a committee was formed to carry out the proposal for a memorial service. The first two parts of the third proposal were passed. Campus Church and Peace Society were suggested as possible mediums for implementing church outreach.

A committee headed by Profs. John Fisher and Norman Kraus was formed to find means of carrying out the fifth proposal. The students involved in this committee are Mike Shank, Don Yost, Bob Charles, Gerald Mumaw and Jane Widmer.

Wednesday evening the sanctuary of the Eighth Street Mennonite Church was filled with students, faculty and community people who wished to share in the fourth phase of the tragedy, lamentation. This stage represents a clash of contrary emotions during which the old being dies and a

more on page 2

Goshen College editorial page

The Record

A time to affirm

Just recently President Nixon ordered United States troops into Cambodia, thus extending the Vietnam War. Last week four students were killed at Kent State University. Both cases involve needless sacrifice of human life, a God-given miracle which cannot be restored once lost.

Who is one man to decide that another, or thousands of others for that matter, should die? It is not fair that one man, his gift of life not of any more value than anyone else's should randomly fling thousands to their deaths in a futile attempt to uphold the already ragged and torn honor of a nation.

Nor is it right that a small group of National Guardsmen should take the law into their own hands and judge the offense, if there really was one, of a group of students to be worthy of death.

For us as Christians, the time to speak has come.

Historically, the Mennonite Church has interpreted the scriptural admonition of separation from the world to mean withdrawal from the affairs of the world and silence with regards to "worldly" issues.

However, hand in hand with the concept of separation from the world is a second admonition to be in the world. Christ, the supreme example of Christian life, did not retreat with his followers to the safety of uninvolvement, but met the whole world face to face and vocalized his stand with firm conviction.

Furthermore, to be silent in this day identifies one with the great silent majority whose support the political-war machine smugly claims. With this interpretation placed on silence, can the Christian allow himself to remain silent?

The time has come for us to raise our voices, not in a negative protest by itself, but linking it with a positive affirmation. We are not protesting without cause or without something better to offer in place of what we refute.

We affirm Jesus Christ as Lord and through God's grace offer love, concern and a new life through redemption to replace the hate and fear that is so violently obvious. We protest the meaningless slaughter of lives because it stands in contradiction to the lordship and love of Jesus Christ.

With our affirmation must come repentance because we tend to protest out of hostility and anger rather than out of Christian love, compassion and concern for not only those who are victims, but also those who represent the establishment.

Christ has called the Christian Church to a mission of reconciliation between sinful man and himself. It is our responsibility to allow him to work actively through us for the bringing about of reconciliation. It cannot be achieved without great cost and difficulty, but it is a call which we as human agents for Christ cannot conscientiously shirk.

—Sarah Eby
Guest Editorial

'I move that we declare our action in dismissing classes today a response of sorrow and protest for our government's invasion of Cambodia and more particularly for the death of students at Kent State University and that we express ourselves in sympathy with the protest efforts of other colleges and universities around the country.'

—C. NORMAN KRAUS

(Resolution passed at meeting of students and faculty, May 5, 1970)

Nonviolence characterizes protest of Nixon's Cambodian policy

by C. Norman Kraus
Professor of Religion

President Nixon's decision to send American troops into Cambodia has raised much more resentment in the United States than he anticipated. One would have expected some—even major—reaction on college and university campuses, but what is surprising is the extent of opposition.

This action has united faculty and students in a protest of the universities against the administration which is both surprising and heartening. Of course, the dramatic tragedy at Kent State helped to galvanize opinion, but again it is clear that the major issue is the extension of the Indo-China war.

What does this indicate for future action? One hesitates to make firm predictions in such a volatile and changing scene, but several things stand out.

First is the will to nonviolence among the students in the present protest. This is no doubt partly because students are aware of the diminishing returns of violence. It also reflects the new complexion of the protesting group which represents a broad spectrum of students and not simply the left-wing groups.

This participation of the "moderate" wing, which up to now has given only tacit approval but remained part of the "silent majority," is a most significant development. I suspect it is a straw in the wind concerning the future of campus political action.

The recent admonitions to students of men like Kennedy and McCarthy to work for change within the system and the CBS interview with Haverford students on the way to Washington, D.C., who affirmed their determination to work for change by nonviolent means, seem to set the tone of the planned Washington protest and future action.

One thing is certain: the winter of frustration and inaction is over. With elections only a few months away, the stage is set for a major effort by students, and hopefully it will be action more like the McCarthy campaign of 1968 than the violence that has characterized too much action since then.

Hopefully also the Nixon administration will have learned from this tragic mistake and will encourage nonviolent political action by taking the university community more seriously.

Students express

continued from page 1

new being begins to emerge.

Through the poetry reading, singing, prayer and testimonies, many students experienced a sense of purgation as they recognized their own weaknesses, the stage of "anagnorisis."

After the service, the members who had gathered filed to the front of the sanctuary to light a candle. The students carried the candles back to campus.

Some of the students on campus who have sensed this renewal of the spring spirit, the "apotheosis," have continued to express themselves in letter writing. Approximately 30 GC students participated in the Washington rally. About 20 of these students worked as marshalls in the hot sun in order to keep the march "cool." Rhoda Shenk, one of the marshalls, commented that the "spirit of the rally and the cooperation among students was tremendous."

Perhaps the "winter of frustration and inaction is over" as Kraus suggests in his article in this issue of **Record**. Perhaps we will begin to see what Charles F. Palmer, president of the United States National Student Association has called "a nationwide coalition of conscience."

Viola Gingerich, another GC marshall in Washington, agrees that GC experienced a renewal last week but believes that on the national scene, "It is going to be a hot summer rather than a refreshing spring."

Cambodian decision reveals 'pragmatism'

by John S. Oyer
Professor of History

Why did President Nixon send troops into Cambodia? Or, better, since the United States "Special Forces" have been in and out of Cambodia for at least three years, why was Nixon so flamboyant in his announcement of a larger military operation within Cambodia?

I would like to suggest a number of reasons which are not mutually exclusive.

1. Perhaps Nixon intends the entire S. E. Asian military operation to grow larger and larger. This hardly conforms to his previously-announced—and reiterated—policy of gradual withdrawal of the US from the region.

2. Perhaps he reasoned that some **quid pro quo** was necessary, within the Cold War, in response to Soviet pilots flying planes in combat over Egypt. If the Russians acted to enlarge their military operations in one part of the world, the U.S. would need to do the same somewhere else. The element of the activity has distressed the French government in particular.

3. Perhaps this is the true Nixon, the man whose patriotism is essentially militaristic. The restraints under which he has labored—the promises to de-escalate, to bring troops back to the States, to improve both trade and diplomatic relations with China—perhaps these are unnatural. This may be true about Nixon, but it runs against his most common, natural trait, a hard-nosed pragmatism.

4. Is there perhaps a **quid pro quo** which the Pentagon demanded from the administration in return for being surprised at the announcement on April 20 of 150,000 troops to be returned to the States within twelve months? How much pressure can the Pentagon exert? As a nation we still have not yet learned to live peacefully with an inflated military machine. Such a machine is not part of our style historically. I find this problem the most alarming of all of them.

5. Perhaps Mr. Nixon has decided that Agnew has indeed disclosed the existence of a sizable majority in favor of almost anything that he does, provided that he opposes the East Coast intellectuals, the universities, and the blacks. This hardly explains the reversal within ten days, from an announced policy of greater withdrawal to a sudden fresh military adventure in S. E. Asia.

President Nixon is a complex person, whose policies may actually fluctuate from week to week because his own sentiments are mixed and because he receives recurrent strands of conflicting advice. Still, the pragmatic Nixon usually emerges.

Cleveland pastor to speak on life in nation's cities

Rev. Vern Miller, pastor of the Lee Heights Community Church in Cleveland, will be on campus June 4-5 to discuss some of the topics of his 1969 S. F. Coffman lecture, "The City, What Is It Really Like?"

Facets of this lecture Miller presently plans to discuss while visiting GC are "Social Survival in the Urban Arena," "The Human Effects of Suburban Apathy," and "The Church and National Priorities." Besides speaking in convocations, he will be available to meet with sociology classes, peace groups, and interested individuals.

"My lecture on the city," Miller stated in a letter, "is intended to dispel some of the bad generalizations, myths and incorrect impressions about life in urban America. It also seeks to clarify the root causes of our problems and some possible solutions."

Miller's research of the plight of the city led him to conclude that the city is exploited and abused for the convenience of the larger society as evidenced by the pools of unused labor and overused property. Miller found that "instead of correcting the inequities of urban existence we create myths to perpetuate them. The problem of our cities can be solved but not with our present order of national priorities."

Miller, who received his B.A. from Goshen College in 1950 and his Th.B. from the Goshen Seminary in 1951, approached the urban problem with a great deal of exposure to the problems of the inner city and a bi-racial community.

He has served as pastor of the integrated congregation of the Lee Heights Community Church since 1957. He is presently a member of Fair Housing, Inc., N.A.A.C.P. and the chaplain staff of the Cleveland House of Correction.

Through his research and work in Cleveland, Miller believes "there is hope on the horizon and freedom from the fears that paralyze so many people today. Cleveland under its black mayor, the honorable Carl B. Stokes, is demonstrating what can happen in a major city when everyone is permitted to work together for the mutual good of all!!"

more on page 6

The Goshen College Record

This is the final issue of **Record** for the 1970 spring trimester. Beginning with the 1970 fall trimester, **Record** will be published weekly except during the spring when it will be published once a month. Subscription rates for 1970-71 school year are $2.00 per trimester and $.25 per issue in the spring. Second-class postage paid at Goshen, Indiana. Postmaster send Form 3579 to Goshen College **Record**, Goshen College, 46526.

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Tentative plans for Korea SST released

by Luann Habegger

'entative plans are being formulated for the spring SST unit in South Korea.

'he Far Eastern unit will be directed by John ς, associate director of admissions. The 25 nber unit will be different from previous s since it will likely begin at the end of May, sibly May 22, and end in August. Another dif- nce between the Far Eastern SST and other s is that approximately six weeks will be nt at Goshen or some other location such as a ce Corps training site.

Because the charter flight to South Korea does stay in Korea 14 weeks, the period of lan- ge and history study, lectures and orienta- will not be held in South Korea. A charter nt is nearly 50 per cent of the cost of other air- s' flights. Despite the reduction in flight ex- ses, the Korean SSTer will still need to pay more than other SST participants.

f Goshen is chosen as the study location, nu- ous excellent resources will be at the stu- ts' disposal. For example, a Far Eastern olar from Notre Dame might be requested to ak on Chinese history. Furthermore, there are ources in Goshen on which to draw. Kwang Suh, a GC student from Seoul, Korea, Mark er, a GC student who worked under Pax in ea, and his wife Kathy, a former Peace Corps ker in Korea, could be asked to speak to the ip.

Both Arlin Hunsberger and John Zook hope to some way of creating group spirit while the ip is in the U.S. They recognize that attending ures and returning to different dorms after s might seem similar to the student's usual ester on campus. Various possibilities, such a home or campground where the students d live together and function more as other groups, have been mentioned as ways of ating an "SST Spirit."

After arriving in South Korea, the group will nd two weeks studying and traveling. The sport forbids entrance into North Korea. gu has been named as a possible location for e two weeks.

Sources of contact in Korea will be the MCC and Peace Corps. The USIS, United States Information Service, will also be of some assistance. The SST office hopes to locate in Korea an assistant for Zook who can help make arrangements.

After the first two weeks in Korea, the students will be given work assignments. Service assignments may be in association with the Peace Corps (which has almost 300 workers in South Korea) and the YMCA program. Korean college students under the YMCA program work in remote areas. Agricultural improvement projects and hospital work are also service possibilities.

One of the main reasons South Korea was chosen over the other areas that were under consideration — Japan, Hong Kong, and Taiwan— is the numerous service opportunities available in Korea. Hong Kong, and to some degree Taiwan, were felt to be somewhat artificial settings for a study of the Far East. Other factors determining the selection were expenses and the country's degree of development. Japan was considered too developed in light of the objectives of SST. However, the group may spend 5 days visiting Japan on their return trip home.

According to Hunsberger, one of the major reasons for the selection of Korea as an SST site was the fact that John Zook had spent four years in South Korea. From 1959-1963 Zook served there under MCC.

Zook, his wife and two children are looking forward to their SST experience. Zook is well-acquainted with the SST program. Last summer he toured several SST countries and has given numerous speeches to young people on SST.

Zook thinks one of the biggest adjustments the students will have to make in Korea is learning to eat (and like!) the spicy food. He also thinks that students will be surprised to find such a fervent anti-Communist sentiment among the South Korean people and an almost adoration of Americans.

Zook and Hunsberger plan to go to Korea, possibly in the fall, to make further arrangements.

Gandhi associate to speak at GC

by Sandy Hess

Friday, May 22, GC will be privileged to host Mr. R. R. Keithahn. He will be speaking at convocation on the significance of Gandhi. He will also speak at the Peace Society meeting at 8 p.m. Thursday, May 21, giving a more informal presentation on his life in India.

Mr. Keithahn, who was born and raised in the U.S., was sent to India as a missionary in his early 20's. There he became interested in the Gandhian movement and was deported by the British for cooperating with it.

A few years later he returned as an independent missionary with his wife, who is a doctor. Keithahn adopted the Indian life style and eventually became an Indian citizen. He continued his association with Gandhi and with the movement after Gandhi's death.

Mr. Keithahn has also played a significant role in the Indian chapter of the Fellowship for Reconciliation. More recently he has been working with Vinoba Bhave, another important associate of Gandhi, in the Bhaodan movement. This movement is concerned with the problem of land reform in India and is promoting voluntary redistribution.

Since last February Mr. Keithahn has been on a world-wide lecture tour in connection with the centennial of Gandhi's birth. He is in this country visiting his family and lecturing on peace, non-violence and Gandhi.

aking ends meet . . .

Financial strain prompts cuts in next year's budget

Like most institutions in the nation today, GC become caught in the troublesome and pain- inflationary cycle of rising costs for services red.

GC students became abruptly conscious of the ncial squeeze their school faces last January, en the Board of Overseers announced a $250 ease in tuition, board and room for next r.

Indeed, rising costs and faculty and staff sal- increases have forced GC to trim its operat- budget next year, resulting in a number of nificant cuts in services offered to students faculty.

Record spoke with Ralph Gunden, GC Busi s Manager, about the financial condition of school and about the areas in which budget- cuts would have to be made.

As GC looks into its immediate economic fu- e, Gunden pointed out, first of all, four major ertainties loom on the horizon:

1) the number of returning students, which risen markedly this year;

2) attendance during the spring trimester, ch also has shown an increase;

3) the giving of the local business community, ch has dropped somewhat during the past r; and

4) the status of church giving, now that Go- n Biblical Seminary has separated itself from

Gunden emphasized that an upturn in any of se categories could help relieve the financial in GC faces. But assuming that financial re- rces remain as projected for next year, he nt on to point out a number of places where nomic strain has forced program cuts to be de.

First of all, general improvements of campus ldings will be restricted. Painting, for ex- ple, will be limited, while purchase of such essories as office furniture and drapes will be nimized. Gunden pointed out that a second irwell for the Ad Building had been planned next year, but had to be postponed indefinite-

Second, the service offered by official college cars will be curtailed. According to Gunden, most of the "quasi-college business" will be disallowed.

Third, service offered by the duplicating department will be limited. According to Gunden, the department will provide no retyping service for departmental offices now possessing secretaries. Thus professors will be compelled to do more of their own finished typing.

Fourth, cuts are slated to be made in the SST program. Some funds for research and development of SST will be dropped, while the movement of the French-speaking unit from Guadeloupe to Haiti also will save money.

Fifth, reductions will be made in the faculty research budget.

Sixth, cuts will be made in basic campus improvements, such as landscaping.

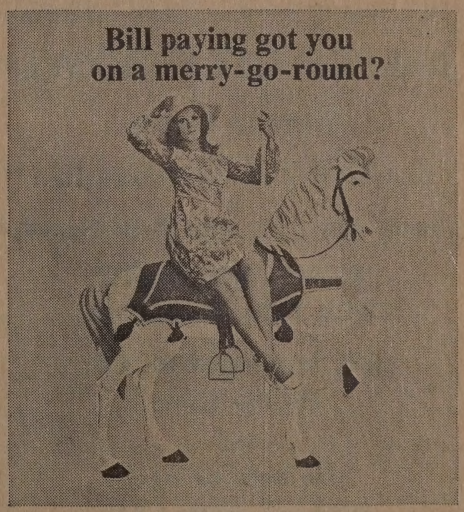
And finally the total purchases of goods and services of the institution—"everything from telephones to paper clips"—will be held stationary; and based on the current annual rate of inflation, this means a reduction of approximately five per cent.

Thus far no cuts have been made in teaching personnel or in curriculum. "We haven't touched the human part of the classroom situation at all," Gunden said.

Yet despite these budgetary cuts GC must make because of financial strain, Gunden remains optimistic. Asked to characterize the financial situation of GC, he replied, "I have no doubt but what we're on solid footing," although he admits that "we're going to have to make readjustments like any institution."

And he looks on the financial situation philosophically. Noting the perpetual struggle between resources and desires, he added, "Any college will have more ideas than money. Any school that can pay for all its ideas is short on ideas."

At this point the financial condition of GC seems to be strained, but does not seem to be grave. Whether increases in enrollment and in giving afford relief and allow budget cuts to be restored remains to be seen.



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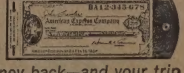

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Discipleship center to be established

by Mike Shank

One of the more significant announcements made by President Paul Mininger after the April graduation ceremonies was the establishment of a "Center for the Study of Christian Discipleship."

The original proposal hoped to see the program go into effect in 1972-73, but an unexpected donation by a local businessman has made it possible for the Center's activities to begin this coming fall.

Prof. C. Norman Kraus has been appointed director of the Center. In close relation to the Center, the Sanford C. Yoder Chair in Christian Life and Service has been established and is open for endowment funds.

So far, the funds will permit the Center to function for two full years, during which the administration will be seeking endowments in order for the center to become a more functional service of the college and the constituency.

The Center's program has two foci: undergraduate study and continuing adult education, both planned to develop a stronger lay leadership and involve students and constituents with each other.

The undergraduate research and study will develop in three areas: (1) Free Church studies (contemporary and historical), that would examine outside influences on Anabaptism in the light of the Bible and Anabaptism; (2) peace studies and related issues in contemporary social ethics; and (3) witness and life style of Christians in today's world.

The undergraduate part of the program would also arrange for visiting lecturers and inter-collegiate seminars, as well as workshops and field experiences at other centers, inner city ghettos, industrial centers and church conferences.

A limited number of Fellowships would be distributed to students in special areas (such as history or contemporary Christian witness), with the requirement that 3-6 credit hours out of a total of 30 be completed in field work projects.

The "continuing education" program will enable constituents to enter into the campus dialogue. Conferences, seminars and workshops dealing with many practical concerns of Christians in the modern world will be arranged. They will deal with such problems as giving an evangelical peace witness in one's profession, of the relation of non-resistance to political activity.

In this part of the program, the Center plans to cooperate with existing mass media such as Mennonite broadcasting and—or publishing. The **Mennonite Quarterly Review** will become an integral part of the Center in an attempt to provide better financial subsidy and give it more visibility on campus.

The Center will also provide the opportunity for interested persons from the constituency to study here and encourage post-graduates to become Fellows of the Center, with an opportunity for attending seminary and college courses concurrently with his study at the Center.

The need for a Center grows out of six areas of concern, for which the committee of Profs. J. R. Burkholder, Robert Buschert, John A. Oyer, Theron Schlabach and Norman Kraus introduced in its initial proposal.

First of all, many social, cultural, scientific and political changes are taking place in today's society and these changes are forcing the church to reexamine its role and the Christian individual to reevaluate his life style. The Mennonite Church in particular is undergoing many changes as its members become increasingly involved in today's society. All these transformations make it necessary to consider the areas of the Christian's life style and the role of the Church.

Secondly, in this context, the committee fe that the church college has an important role play in examining and redefining the churc role in today's world. GC in particular can ma a special contribution to the church members continuing their education concerning the An baptist heritage and its biblical, discipleshi oriented emphasis on peace and social concern

Thirdly, this education has previously be more available to the seminary student scholar, especially since the separation of colle and seminary faculties. But the committee fe that the Anabaptist heritage must be availab not only to the professional scholars and min ters but to the laity as well.

Fourthly, today's Mennonite youth, brou up in a different environment, is not coming college with the same assumptions students h a generation ago. Some of them are asking se ious questions about the validity of the tradition approaches to missionary work or social pro lems. They are keenly interested in radical acti programs for social change. Some of them a interested in exploring new possibilities of fello ship, brotherhood and action and to find out t meaning and implications of the sixteenth ce tury Anabaptist vision.

Fifthly, the diversification of interests a the numerical growth of the student body h limited the possibilities for concentrated stu in the Anabaptist heritage. Thus there is ne for a center which would give interested studen an opportunity to engage in this type of stu and awaken the interest of other undergraduate

Finally, the existing campus organizatio with similar goals need coordination and inv oration. The Center for Studies in Christian Di cipleship would be geared to meet these nee and to benefit both the college and its consti ency.

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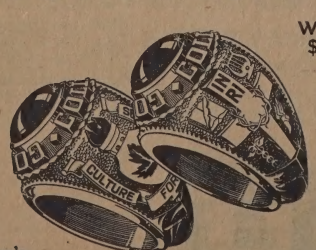

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Hymn prelude booklet published

Hymn Preludes for the Mennonite Hymnal was published in 1969 and recently introduced at GC. The booklet contains 28 organ preludes.

The composers were chosen on the basis of their having composed hymns included in the hymnal or their connection with Goshen College and the Mennonite Church. Composers include Alice Parker, J. Harold Moyer, Charles Burkhart, Esther Wiebe, Helen Johnston and J. Randall Vercher. Each composer was allowed to chose his own hymn or hymns upon which to base his compositions.

Concerning the use of the preludes, Prof. Mary Oyer stated, "It is one of the ways in which an organ might be helpful in introducing the character of hymn. A second function is help the congregation to becom accustomed to the sounds of organ making use of hymns th they know."

The book can be purchase for $3.50 from the GC mus department. Mailings ups th cost to $4.00.

by Mark Smuck

Pianists to give recitals

Three senior music majors will perform their piano recitals during the spring trimester.

Joyce Mishler will perform Friday, May 22 at 7:30 p.m. in Assembly Hall. Her repertoire will consist of Bach's French Suite No. 4, Beethoven's Sonata in G Major, excerpts from Schumann's Forest Scenes, and Scherzo by Griffis.

Dave Gerig will give his recital at 7:30 p.m Saturday, June 6, and will perform works b Bach, Beethoven, Debussey and Bartok.

Marjorie Mumaw will perform her recital a 7:30 p.m. Friday, June 12. Her repertoire wi include works by Beethoven and Chopin, Bach French Suite in C Minor, and Etude by Scriabi

ife on the golf team . . . .

That singular springtime sport

by Dan Shenk

you've been hanging around plecrest Country Club lately, might have seen a band of e-jacketed golfers hacking up down) the fairway. Two nces out of three, that would e been the Goshen College team — either practicing, engaging in the intercolleg- activity known as a golf tch.

the wind was blowing your that hypothetical day, you t might have heard various letives emerging from the up, such as, "Roll, you stu- ball," "Sit down, ball," or !*" The first two remarks generally yelled at the golf when it's still in motion, le the last is muttered pri- ely after it is determined re the ball has stopped.

ll this is not to imply that hen College golfers play in ghtsomes," or that they're ttering when they're not yell- , or even that they're a bunch hackers. Such prefabricated eotypes have suddenly be- ne less appropriate, since ly GC has begun to look re like a golf team.

n a recent match against orn enemy" Bethel (May 7), GC squad finally started ying golf—at least by small ege standards. Number one n Bob Zuercher shot a life- e best, 75, to take medalist ors. Dan Shenk, playing number two, came in with 81, followed by fourth man Henry Bowman with 86. Randy Murray, playing in third position, fired 88, while fifth man Dave Kroeker carded 91. Final score was Goshen 13½, Bethel 1½, with GC picking up its second win. Revenge had been in order due to the 10-5 lacing Goshen had taken on Bethel's home grounds, Eberhart, a few weeks before. (Just in: two days after the Bethel match, Goshen outgolfed Grace, 12½-2½, upping both record and morale.)

The May 9 victory over Grace was GC's third (against seven losses), the first win having come in mid-April over I.U.-Purdue, 8½-6½. The 84.2 team average in the Bethel match compares favorably, for example, with GC's 91.2 average in a Huntington meet held earlier in the year.

Junior Bob Zuercher has been the hottest Goshen golfer lately, having shot (as of this writing) consecutive rounds of 76, 75, and 76—the first in a practice session before the Bethel (75) and Grace (76) meets. Bob's previous lifetime best, incidentally, had been 78 before these three days in May.

Golf, however, hasn't always been so kind to Zuercher this year. Take, for instance, the tree troubles he's had on Maplecrest's second hole. Once early in the season when his tee shot strayed left into the woods, Bob's second shot hit so many trees it sounded more like pinball than golf...

And in the Bethel match, after his opponent's drive had landed near the same trees, Bob was standing in the middle of the fairway, watching as the Bethel man played his second shot. The ball was well-hit, but pulled to the left; it struck a tree about 10 yards from Zuercher with a resounding "crack", then caromed off on a line for Bob's head. Having little time for his life to pass before his eyes, Bob dove to the ground in sort of a rolling sprawl, unhurt. Elapsed time: about a second.

As for Randy Murray, he's a sophomore straight from Fred Litwiller's "professional priming clinic"—otherwise known as golf class. Randy had begun playing golf in April, 1968, only five months before enrolling as a freshman, in the fall phys. ed. course. This year at Huntington he astounded his gallery (a squirrel on its way to lunch) by shooting an 83...and that with a double-bogey five on the 18th hole. Apparently, Murray folded in the trench, knowing all he needed to "break 80" was a hole-in-one. But since his previous brief-career best had been 88, he somehow seemed smugly satisfied with 83.

Junior Henry Bowman traces his "better but not good" 86 against Bethel to the five-day break he had taken from golf. It seems too much practice, like learning, can be a dangerous thing.

"Tennis tendon," for want of a better expression, has plagued senior Dave Kroeker recently; it appears excessive running in tennis class has made even walking rather difficult. Nevertheless, he "scrambled" to his 91 against Bethel — helped in part by the old friend of all golfers, the fluke birdie. Dave's clobbered 20-foot putt on the 18th green would have gone at least 10 feet past the hole, he says, except for the bump the ball hit near the cup, causing it to bounce in on the fly.

Finally, this sophomore writer, with the dreaded golf namesake, attempts to "shenk" the ball, rather than to "shank" it. (The "e's" the thing.) He also intends to start breaking 80—tomorrow or sooner.

Two others who saw action this year in team play were juniors Milo "Junior" Kauffman and Al Glick. Kauffman played numbers two and three the first three matches of the season before leaving for SST in Honduras. Glick held down the fifth spot on the team for two meets in late April; since then, he's been sidelined with a bum elbow.

Coach Litwiller, whose "alleged" bursitis ailment pains him almost as much as doling out free golf balls to the team before each meet, says he enjoys coaching golf, is well-pleased with the team's performance of late and looks forward to "even better prospects for next year."

Preview week scheduled

by Mary Ann Halteman

June 13-20 between 60 and 90 high school juniors will be on campus taking part in GC's 11th annual College Preview Week. They will live in the dorms with summer term students, take part in specially planned workshops and attend regular classes.

There are five workshops offered this year: Contemporary Social Problems, Karl Hostetter; Mathematics and Physical Science, John Gotwals; International Studies, Herbert Minnich; Christian Faith and the Contemporary Crisis, C. Norman Kraus; and Drama and Mass Communication, Roy Umble.

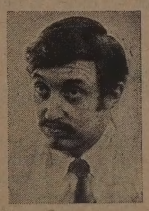
Other main features of the week include an afternoon at Pokagon State Park, an evening of discussion with returned SSTers and individual counseling sessions with GC profs. According to student evaluations from past years these counseling sessions have been a highlight of the experience.

Although approximately 50 per cent of the high schoolers who came to College Preview eventually come to GC, the week is not geared only at recruiting students but assists each participant in making decisions about vocational plans, college and the type of college which best suits his needs.

"One of the biggest values," says John Zook, Associate Director of Admissions, "is simply to get them here to see a college operating."

Sports Static

by Bob Mullet



The passing of a motion permitting post-season athletic participation by the faculty went almost completely unnoticed the other day, but should in effect clear the way for such activities next season — assuming of course we'll have teams good enough to merit it.

The motion did include the necessity of consideration of loss of school time and cost involved, however, so it was not by any means a carte blanche. Judging by the returning soccer material and the spirit evidenced by the spontaneous practices being held, next fall could well prove to be the first.

Experience is beginning to show that the trimester system definitely has a detrimental effect on the spring sports. The major problem is the shortness of the season. The various teams can generally operate at maximum efficiency only during the three and one-half weeks of the first term of the spring trimester.

This of course means very limited practice and preparation time, and a very heavy schedule, something that can be nearly disastrous in a sport like baseball, where pitchers tend to adhere closely to the law of diminishing returns.

As of this writing coach Larry Mann's Leafs were on the short end of a 6-10 record, although with six games remaining they still had hopes of pulling through with a winning season.

The GC'ers have won four of their last six, including a double victory over Huntington, so this is not outside the range of possibility. Marty Gaff, Paul Lauver, Jack Gaff and Dave Stuckey have done the bulk of the pitching.

The 1970 GC track team has been severely "slowed" by facial hair, although Coach Ed Herr reports that they "did beat somebody" the other day. Here again the lack of practice and preparation time is a severely limiting factor.

Larry Weaver, who competes in almost every event, with the possible exception of the shuttle relay, has been among the chief point-getter. Coach Herr was very happy with the general performance of the team, saying, "We've been getting our share of firsts and seconds—it's lack of depth that's killing us."

Women's tennis is a classic example of the "abbreviated" spring sport. Would you believe five matches in two weeks? At last report they had "clobbered" Grace and were about to have the same done to them at Western Michigan.

Art faculty translates life into poetry of paint, print

by Liz Coffman

If you haven't been down to the Good Library Art Gallery yet to view the special show by the GC art faculty, which opened May 10, make a point of doing so sometime this week.

Works in the show are by Profs. Ezra S. Hershberger (drawings and paintings), Alta Hertzler (textile design), Robert Kuntz (sculpture), Stan Neuenschwander (paintings), and Edna Shantz (weaving).

These professors, who have been struggling to convey technique, expression, balance and form all year are finally given the chance to tell us a little of their own discoveries.

The overall statement that most impressed me in this show is stability. For instance, Mr. Robert Kuntz's work, much like Moore's earlier stuff, pushes strongly toward a stable force. He has beautifully put together emotion and motion in his welded figures—a certain tilt, a line of action, excellently constructed, nothing profound but very pleasing and very strongly stated.

Kuntz himself is not a philosopher. He does not seek to make a brilliant statement. He is a master, however, at welding and he loves it. As an artist he is giving you something to look at that may strike a certain feeling and perhaps make you think about it.

Stanley Kauffman's prints show a superb handling of the technique as well. He has a forte for the black and white image that is well worth examining. He also shows a strength in detail and in interpreting subject matter that is again very pleasing.

Ezra Hershberger's paintings reflect a maturity and excellence in color and depth—something every artist is constantly working toward. His paintings come through strongly. I think you can see the reflections of a man who loves life, loves the feel of paint and brush and loves to tell you in his paintings just how he sees it.

Mrs. Hertzler's textiles lean towards design and craftsmanship. She handles the various techniques of weaving and batik well. Perhaps the most unique of her works is the pillow seat, expanding the idea of sitting a little beyond the chair and the pillow.

Stanley Neuenschwander, professor of art history, presents a different kind of work which reflects his evangelism for art among high school students, exposing them to art in Europe every summer. Hence the scenes from Italy and Rome.

Remember that the works of these GC artists seek to translate the meaning of life into a poetry of paint, print and cloth. The artists spend most of their time bending color and form in order to make it come to the shape they see in their minds and hearts. And they take the risk of showing it to you so that perhaps you will understand a little of their joy.

FIRST NATIONAL BANK of Goshen 401 S. Main

Hess offers new perspectives on SST

by Phil Bender

Sporting a little tan and displaying lots of enthusiasm, Prof. Dan Hess one day last week remarked, "I think that it surprisingly came out not too far from where our happiest and wildest dreams had been back there three years ago."

In those words, Prof. Hess summed up his experience on the Central American campus of GC. For the past two years he has guided five groups and 120 students as leader of GC's SST unit in Costa Rica. His time in Costa Rica represents the longest of any GC faculty member abroad, and has enabled him to develop a unique and important perspective on the SST program.

Hess believes that SST has just passed through "Stage I," and now faces the crucial "levelling-off years"—years which call for the solution of new problems and for adjustment to new circumstances. He believes the most important problem now facing the program is discovering how the host country might benefit more directly from SST.

Up to now, Hess says, SST has profited mainly the students and faculty of GC by offering them the experiences of adapting to a new culture. But the time now has come, he says, when GC must "urgently" reshape its model so that more benefits might flow to the host country.

Some of the hosts, Hess says, have begun to feel that they are not justly benefiting from GC's presence in their country. Although most people "gave everything they had" to welcome SSTers, and remain courteous and hospitable, Hess says, with the periodic coming and going of many students some have begun to ask themselves, "What did we gain?" He believes that "we could wear out our welcome—we could outstay our hospitality" unless ways are found to enable the host country to profit more directly from the SST program.

Prof. Hess also believes that in the years ahead GC can no longer handle SST "as a new toy." SST, he affirms, must be seen as a unit in the total educational program of GC, and not as an attractive novelty for use in recruiting new students and in "selling" the college to the constituency.

Furthermore, Hess believes that a new approach must be taken to the service aspect of SST. He prefers the term "field experience" to "service", because he found that students, because of lack of skill and of language competency, could not "serve" their hosts in the traditional sense. Indeed, Hess says that "the Costa Ricans did not necessarily appreciate being 'served' any more than we do", and that SST must rid itself of "an MCC complex." He advocates an approach to service which says, "We're going out to meet a culture and to share in it."

Prof. Hess found his relationships with students to be among the most valuable aspects of his SST experience. "All were different," he said of the five units which he administered in Costa Rica.

He noticed particular differences when a large number of students came from one particular discipline, such as nursing. He also found that non-Mennonites were less inhibited than Mennonites, and that older students were more studious than the "more buoyant" sophomores.

Indeed, Hess found that "the inhibited ones" experienced the most difficulty in adjusting to their new SST environment. "The rascals were our best kids," he said.

In general, however, Hess discovered that "the Goshen student is quiet—he is gentle, kind, subdued, mature." And while these qualities may be highly regarded on the Goshen campus of GC, Hess explained that occasionally families in Costa Rica interpreted a student's inhibition as a sign of rejection. More overt forms of expression, such as kisses and hugs, Hess explained, made families feel that "they gave something lasting to our students."

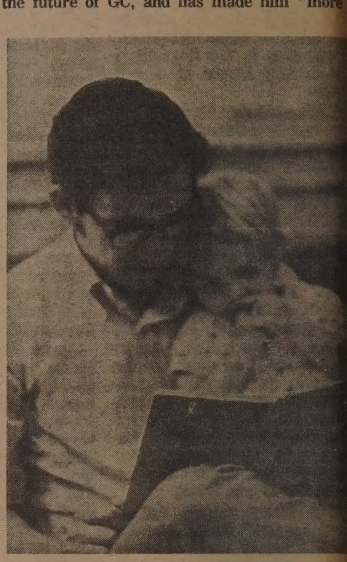
While SST changes students, it also alters the perspectives of the faculty leader, as Prof. Hess can readily testify. Reflecting on how he has changed in the past two years, he replied, "I've learned what it's like to be middle-aged."

He also has gained a new appreciation for the role of an administrator, for planning a program "not in light of the most educational ways but of the most workable."

Until he resumes his teaching in the fall, Prof. Hess is writing a novel with its setting in Costa Rica, because he has "things to say about Latin America and about North American students."

Since his return to Goshen Prof. Hess has noticed a strikingly new sense of openness, seeing and questioning. "I think I'm finding more honesty than when I left—honesty to ask the right kind of questions, honesty to accept different answers, honesty to accept different people."

This honesty has given him optimism toward the future of GC, and has made him "more



Dan Hess

couraged at this moment than for a long time about Goshen College's role in higher educati

Because of this new sense of openness honesty, Hess believes it is crucial for GC discover new sources of ideas for improving total educational program. His hope is that same enthusiasm and work that has led to can go into such areas as restudy of the gen educational curriculum, student relationsh campus-constituency relations, and relations the local community.

Faculty changes for 1970-71 announced

The President's Office has announced additional faculty replacements and changes in faculty positions for the 1970-1971 academic calendar.

Dr. Albert Meyer, Executive Secretary of the Mennonite Board of Education, announced to the student body April 28, 1970, the election of Dr. J. Lawrence Burkholder, professor at Harvard Divinity School, as Goshen College's tenth president.

Dr. Carl Kreider, Dean of the College, will be Acting President until July 1, 1971, when Dr. Burkholder will assume responsibilities of the office. Dr. Henry D. Weaver Jr., professor of chemistry, will serve as Acting Dean. Dr. Weaver will also continue his duties as Director of International Education.

Paul Gingrich, who has served as a missionary in Ethiopia from 1952-1969, will become Acting Associate Director of College Relations and Acting Director of Church Relations while Ray Sala leaves on sabbatical.

Larry Mann, a physical education instructor and this year's High Park head resident, will replace Ben Showalter as Coordinator of Student Activities and Recreation. Ed Herr will assume Showalter's duties as Director of Freshman Affairs as well as maintain his present position as Associate Dean of Admissions. Showalter's tentative plan is to do additional study in social psychology.

Four recent GC graduates will join the nursing faculty. Mrs. James Brenneman and Miss Janet Kropf, Instructors in Nursing, will teach Nursing I and II. Mr. Mervin Helmuth will serve as Assistant Professor of Nursing and will teach Nursing of Children. Mrs. Ruth (Gehman) Stauffer will assist Miss Janet Shellenberger in the instruction of Community Health, formerly Public Health.

Three more appointments have been made in Division I. Philip Clemens, presently teaching at EMC, will teach piano, organ and music theory. Marvin Bartel, an instructor at Northeast Missouri State College since 1965, will be added to the art faculty. Wilbur Birky will return to the English department after three years of doctorate study at the University of Iowa.

Orville L. Yoder, who is currently completing his doctorate at Ohio State University, will join the faculty in the Division of Teacher Education.

One division chairman has been changed. James Hertzler will replace J. Howard Kauffman as Division II chairman. Kauffman will be on sabbatical next year.

Next year's head residents have also been announced. They are as follows: Cheryl Goertz, Westlawn; Joyce Lehman, Kulp; Mary Yoder, Coffman; Dave Massanari, High Park; and Larry Rupp, Miller-Kratz-Yoder.

No announcement has been made as to replacements for Ralph Gunden, business manager, and William Hooley, Associate Dean of Students. Hooley recently accepted the position as superintendent of Bethany Christian High School.

Miller to attend computer school

by Bob Guth

William Miller, assistant professor of physical science, will be at Illinois Institute of Technology this summer to participate in a National Science Foundation Computer Planning School. Prof. Miller will study computer programming and the application of computers to the classroom.

Prof. Miller has been on a committee which has been evaluating the possibilities of computers on campus. He said that if the time comes when the budget permits an increase in the present computer facilities on campus, his committee will need to decide whether to expand the services of the PDP-8/L computer which the physics department now uses for research, to purchase an additional computer, or to obtain a telephone hook-up to a large computer at a school such as ITT.

Miller is hopeful of eventually including some computer training in a general education course such as physical science.

Cleveland pastor to speak

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In addition to his duties in Cleveland, Miller has presented lectures to audiences in six locations, including Washington, and Wichita, Kansas, in the past six months. His lecture is be published by Herald Press and should be available after June

Miller's 1969 Coffman lecture is one of nine lectures. The Coffman lecture was given in 1963. The S. C. Coffman Lect are sponsored by The Committee on Peace and Social Conce of the Mennonite Church. The purpose of these lectures is to cus on a specific social issue, describe it fully and attempt suggest some options to the problem.

In 1966 Dean Carl Kreider spoke on "The MEDA Story: H ing Developing Countries." In 1968 C. Franklin Bishop, GC fessor of biology, spoke on "World Hunger: Reality and C lenge."

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